DOCUMENT RESUME

ED 178 020 HE 011 943

AUTHOR Rives, Stanley G.; And Others
TITLE Academic Innovation: Faculty and Instructional Development at Illinois State University.
INSTITUTION Illinois State Univ., Normal. Office of Undergraduate Instruction.
PUB DATE 79
NOTE 179p.
AVAILABLE FROM Office of Undergraduate Instruction, Illinois State University, Normal, IL 61761

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS College Faculty; *College Instruction; Educational Facilities; Educational Objectives; *Faculty Development; Higher Education; *Innovation; *Instructional Improvement; Learning Laboratories; Leave of Absence; Needs Assessment; Program Administration; *Program Evaluation; *State Universities
IDENTIFIERS *Illinois State University IL; Kellogg Project

ABSTRACT

Faculty and instructional development programs at Illinois State University are presented. The first chapter discusses the evolution of the programs, including the institutionalization of the innovation. In chapter two the instructional development program is outlined. Administration of the program, program participants, projects, and summary observations are described. The professional development center, including the educational leave program, special program support, and dissemination activities are discussed. Illinois State's Teaching/Learning Center, which served as a catalyst and support for faculty efforts at instructional improvement, is detailed. Internal and external evaluations of the Kellogg Project, which sponsored the Teaching/Learning Center, are also provided. The future of faculty and instructional development is considered in the final chapter, including 14 principles of development, such as: (1) programs should be based on identified needs of the faculty and the institution; (2) programs should have clear, attainable goals; and (3) programs should create a sense of faculty ownership. A 39-item bibliography is included. Details of the professional development center educational leave program and a copy of a paper evaluating the Kellogg Project are appended. (PHR)

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Academic Innovation

Faculty and Instructional Development at Illinois State University

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Office of Undergraduate Instruction
Illinois State University
Normal, Illinois
1979

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PREFACE

What can an institution of higher education do to improve teaching and promote faculty development? The answer to this question is important to a variety of audiences--students, legislators, taxpayers, alumni, and faculty. Whereas efforts to achieve these goals in the past have been comparatively casual and informal, the events of the late 1960s and the 1970s have stimulated more deliberate and systematic efforts at many universities and colleges.

Illinois State University, a public institution of higher education with approximately 20,000 students and 1,300 faculty, began a modest Faculty Development Program in 1969. Over the past decade this first effort has evolved into a comprehensive Faculty and Instructional Development Program, an evolutionary process that was aided considerably by a grant from the W.K. Kellogg Foundation. This grant made it possible for the University to establish its Teaching-Learning and Professional Development Centers, popularly known on campus as the Kellogg Project. The purposes of this report are to trace the development of the program which has emerged at Illinois State University and to indicate what has been learned about faculty and instructional development that may be of value to other colleges and universities.

The chapter authors are faculty members and administrators at Illinois State University. Chapter 1 presents an overview of the faculty and instructional development effort at Illinois State University by Stanley G. Rives, Associate Provost and Dean of Undergraduate Instruction. Chapter 2 by Eugene H. Jabker, Director of Instructional Development, provides a description of the Instructional Development Program from 1972 through the present. Chapters 3 and 4 provide a description of the Professional Development Center by Elmer E. Van Egmond, Director of the Professional Development Center, and the Teaching-Learning Center by John R. Sharpham, Director of the Teaching-Learning Center. An internal evaluation of the Kellogg Project--the Teaching-Learning and Professional Development Centers--is presented in Chapter 5 by Lanny E. Morreau, Associate Professor of Specialized Educational Development, and Chapter 6 by Rives provides an external evaluation of the Kellogg Project, primarily a summative evaluation of the endeavor by Jerry G. Gaff. Chapter 7 by Rives focuses on the future of faculty and instructional development efforts, providing both a description of the future of the Faculty and Instructional Development Program at Illinois State University and--what is more important for the purpose of this work--an assessment of what has been learned from the experience that may be of value to those persons in other colleges and universities who have made a similar commitment to improving the quality of teaching and learning. Fourteen principles of faculty and instructional development are derived from the experience at Illinois State University.

The authors express appreciation to the many individuals who have contributed to the program at Illinois State and to the

preparation of this report. Among the senior University administrators who have actively supported the faculty and instructional development effort are Presidents Gene A. Budig and Lloyd I. Watkins, Dean of Faculties Richard R. Bond, and Provosts Arlan C. Helgeson and James M. Horner. Illinois State University is deeply appreciative of the monetary and moral support of the W.K. Kellogg Foundation, particularly that of Peter R. Ellis who has demonstrated a continuing interest in activities of the Teaching-Learning and Professional Development Centers. The development of a comprehensive faculty and instructional development program at Illinois State would not have been possible without the four-year $367,000 Kellogg grant. This book represents a dissemination activity honoring a prior commitment to the W.K. Kellogg Foundation, a small return for the generous investment in faculty development at Illinois State University. Beyond the campus, Roderick T. Groves and Franklin G. Matsler of the Illinois Board of Regents and Robert A. Wallhaus of the Illinois Board of Higher Education have been steadfast in their support of moving the Kellogg Project from "soft" grant funds to "hard" general revenue support--an essential condition to assure continuation of the project. We are grateful for the contributions of several external consultants, particularly Paul L. Dressel of Michigan State University, Royce H. Knapp of the University of Nebraska, and Jerry G. Gaff of the Society for Values in Higher Education. Appreciation is expressed for the use of the two articles copyrighted by Phi Delta Kappan in Chapter 1. Special appreciation is expressed to Carol R. Camper, Georgia L. Kaul, and Cheryl Young in the Office of Undergraduate Instruction and the Kellogg Project, who typed and proofread the manuscript.

Finally, our deepest expression of appreciation is reserved for the faculty of Illinois State, who have collectively demonstrated a strong and serious commitment to improvement of the teaching-learning process by their active involvement in literally hundreds of projects to improve instruction over the past decade. Because of that continuing commitment to quality teaching and learning, we respectfully dedicate this book to the Illinois State University faculty.

Stanley G. Rives
Vice President and
Provost, Acting
Illinois State University

Normal, Illinois
August, 1979

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Chapter 1

ACADEMIC INNOVATION AT ILLINOIS STATE UNIVERSITY, 1969-1979

Stanley G. Rives

"And gladly wolde he lerne and gladly teche" is the motto of Illinois State University, founded in 1857 as the first public institution of higher education in Illinois. The words, taken from the Prologue to Chaucer's Canterbury Tales, describe the Clerk from Oxford "who'd turned to getting knowledge":

> Of study took he utmost care and heed.
> Not one word spoke he more than was his need;
> And that was said in fullest reverence
> And short and quick and full of high good sense.
> Pregnant of moral virtue was his speech;
> And gladly would he learn and gladly teach.

What follows is a modern tale of emphasis on the teaching-learning process at a midwestern public university. Hopefully the "short and quick" tale will make "good sense" to those persons in other colleges and universities who have a similar commitment to improving the quality of learning and teaching. Beyond a brief review of national faculty development practices, the purpose of this chapter is to provide a history of faculty and instructional development at Illinois State University.

The faculty and instructional development movement in American colleges and universities is well described by Jerry Gaff in Toward Faculty Renewal: Advances in Faculty, Instructional, and Organizational Development (1975). Other important contributions to the movement are made by Kenneth Eble in Career Development of the Effective College Teacher (1971), Professors as Teachers (1972), and The Craft of Teaching: A Guide to the Professor's Art (1976) and by the Group for Human Development in Higher Education in Faculty Development in a Time of Retrenchment (1974). The following summary of John Centra's survey research findings reported in Faculty Development Practices in U.S. Colleges and Universities (1976) provides a national perspective and "state of the art" report from which to view individual institutional experience:

1. Among the most effective institution-wide practices are summer grants for projects to improve instruction, sabbatical leaves, and professional travel funds or grants.

2. Though awards to faculty for teaching excellence are widely used at universities (79 percent of universities make such awards), they are not rated as very effective in improving instruction (only 27 percent of respondents described them as "effective" or "very effective"). The circulation of newsletters and articles pertaining to teaching is also rated as a fairly ineffective device.

3. Systematic ratings by students to help faculty improve instruction, though widely used, are perceived as only mod-

erately effective, perhaps because teachers receive little interpretation of the results, because instructors with poor ratings are unsure of what to do about the situation, and because teaching improvement is not always the immediate or primary purpose of collecting the ratings.

4. Grants to faculty members for developing new or different approaches to courses and teaching are both extensively used and highly rated, with about 90 percent of universities and only slightly fewer of the two and four-year colleges having such faculty grant programs.

5. The most active participants in faculty development programs are "good teachers who want to get better," and teachers most needing improvement are only minimally involved. Not unexpectedly, university faculty who are evaluated largely on the basis of their publication records are less likely to participate in faculty development activities aimed at improving their performance as teachers.

6. Respondents rate formal or informal assessment by colleagues as less effective than either consulting with faculty who have expertise or working with "master teachers." Analysis of videotapes made in their classrooms is seen by faculty as one of the more effective instructional improvement practices.

7. Faculty seminars and workshops, if planned in response to the expressed needs of faculty members, are seen as generally effective, particularly those dealing with specific techniques of instruction and with new knowledge in the disciplines. Faculty are quite interested in workshops on evaluation of student performance and on applications of instructional technology to teaching. College workshops are more likely to deal with topics like institutional purposes or academic advisement of students, while university seminars are more likely to concern testing or development of research and scholarship skills.

8. About half of higher education institutions, but two-thirds of universities, report they have units or persons who coordinate faculty development activities on their campuses. Most of these units are relatively new, having a median existence of 2.3 years. Institutional funds are used for 70 percent of their budgets, with most of the rest coming from foundation or government grants.

9. Among instructional improvement practices identified as effective but not extensively employed are the use of personal and professional development plans for individual faculty members (growth contracts) and the use of instructional development specialists to assist faculty in course development and to diagnose teaching effectiveness following classroom visits.

10. Only 14 percent of the institutions reported they had evaluated their faculty development program activities.

This last finding, that only 14 percent of faculty and instructional development programs have been evaluated, is an unfortunate fact that does not become American higher education. It furnishes a major impetus for this work, which seeks to provide both a <u>description</u> and an <u>evaluation</u> of the faculty and

instructional development programs that have evolved over the past decade at Illinois State University.

EVOLUTION OF AN INNOVATION

Faculty Development Program: A Modest Beginning. The Faculty Development Program at Illinois State was initiated on a modest basis in the 1969-70 academic year--a unique year, as characterized by Champagne (1978):

> "It is easy enough in retrospect to recognize that by 1969 American higher education had reached in many ways a crisis stage in its decade-long period of growth and expansion. Across the country, the college and university campus had become one of the principal battlegrounds on which young America fought against the 'system,' racism, and the Vietnam War, and the academic year of 1969-70 proved to be the most troubled nine months of all for higher education. From September, 1969, through April, 1970, the number of incidents and the number of schools with incidents doubled over the previous year, while in May alone, because of the Kent State tragedy, it is estimated that nearly 60 percent of all campuses experienced some form of student protest. In the end, Illinois State University contributed its share to the statistics of turmoil."

Aside from the political problems that attracted the headlines, there was a genuine concern by students about the quality of classroom teaching, a concern to which sensitive faculty members began to respond.

The Dean of Faculties at Illinois State University in 1969 was Richard Bond (now President of the University of Northern Colorado), who proved to be a unique academic administrator. During this period of turmoil and uncertainty, he attempted to convince the faculty that it was time to "leapfrog", that is, identify an area of future concern in higher education and concentrate efforts in that area of activity. One such area was the improvement of teaching through faculty development.

Although the responsibility for the formulation of this idea was Bond's, the impetus came partly from the faculty itself. As the academic dean, Bond had been receiving an increasing number of requests directly from faculty members for financial assistance to improve teaching and the curriculum. One faculty member, for example, wanted to experiment with living in a residence hall and teaching his courses there rather than in traditional classrooms; another wanted to start a special program to prepare teachers for inner-city schools. These requests had been handled on an ad hoc basis, but were increasing to the extent that a systematic way of evaluating, approving, and funding them became desirable. As it happened, the Dean of Faculties office had the services of a participant in the American Council on Education's Academic Administration Internship Program (Rives), who was given the responsibility for developing a a faculty development program as a part of his internship assignment.

Thus, with a $50,000 allocation by the University in the fall of 1969, a modest program was started at Illinois State.

Faculty Development Program, 1969-70. A memorandum to the faculty announcing the program indicated that "the Faculty Development Program is designed to induce faculty members to make special efforts to develop their own professional growth in terms of increasing or broadening their knowledge of their discipline and their ability to transmit this knowledge in a relevant way to all of their students." Potential areas of faculty development included improving general education courses, expanding the racial perspective of the content in courses being taught from an exclusively white perspective, and increasing efforts to internationalize the curriculum. Funds were provided for faculty members to develop or attend seminars and short courses, to travel (grants up to $2,000 for foreign travel and $1,000 for domestic travel were made available), or to purchase materials needed for curriculum development. As general guidelines for the program, it was announced that the program was "primarily aimed at increasing faculty competence in the instructional process." Proposals by individual faculty members, indicating approval by the appropriate department chairperson and college dean, were to be submitted covering the nature and importance of the project and specific budget needs. A faculty committee evaluated proposals and determined awards.

The five-member Faculty Development Program Committee received 112 proposals in 1969-70, of which it approved and funded a total of 65 projects. The approval rate was 58 percent with an average grant of slightly more than $500 per project for this first year.

Faculty Development Program, 1970-71. The program continued into the 1970-71 academic year. The memorandum to the faculty announcing continuation of the program cited several examples of worthwhile projects completed during the previous year:

> "The Department of Industrial Technology brought in several consultants for faculty seminars in developing a new general education course, 'Man and Technology'; an Education professor went to Stanford University to study micro-teaching techniques developed there; an Art professor purchased necessary supplies for films on contemporary architecture for classroom use; a faculty member working in the High Potential (disadvantaged) Students Program and teaching a course in Black Politics attended a national conference of Black political scientists; an English faculty member brought consultants on Near Eastern literature to the campus for a series of seminars and traveled to the Near East, gathering information and material for course development in the area; another faculty member studied methods of evaluating general education courses at several Michigan universities; a sociology professor purchased classroom materials for course work in racial identity and arranged for social work class

experiences with Black families in urban areas; an economics professor attended an MIT summer institute on urban economics toward developing competence for teaching a new issue-oriented general education course; a librarian attended a seminar on acquisition of Latin American library materials; a Special Education teacher made preliminary contacts for developing an international special education program; the English Department arranged faculty-student seminars with consultants in Black literature."

There were very few changes in emphasis or the types of support that were made available between the two years; however, a greater concern was expressed in 1970-71 to intensify efforts to make instruction relevant to all students, particularly Black students. Among the types of expenditures considered appropriate for the program were funds for bringing consultants to campus for faculty seminars toward curriculum improvement and new course or program development, sending individual faculty members to off-campus short courses or seminars relevant to their teaching assignment or to the exploration of new approaches to instruction, allowing the purchase of specialized supplies and equipment for new or experimental approaches to teaching, and providing funds for domestic or foreign travel as related to improvement of instruction or new program development.

The previous year's experience in the evaluation of proposals led the committee to inform the faculty that it would use more stringent criteria in the evaluation of proposals in 1970-71:

> "(1) Is the proposal directed toward increasing faculty competence in the instructional process? (2) Does the proposal indicate promise of improving general education, making the curriculum more relevant to students, internationalizing the curriculum, expanding the range of career options available to students, or in some other way improving instruction? (3) Does the proposal have clear objectives, fit the general academic plans of the University, employ funds in a reasonable and economical manner? (4) Does the proposal indicate that the faculty member has a prior commitment to and knowledge about the area? (5) In the case of requests to attend professional meetings (relatively few of which will be funded by the FDP), does the request involve significant active participation by the applicant, involve the applicant in multidisciplinary approaches or new curricular directions--in general not be the type of meeting or conference which a department would ordinarily be expected to fund? (6) Does the proposal indicate, when appropriate, how information gained at a seminar or conference will be disseminated to other faculty members or used in improvement of instruction? and (7) Does the

proposal compare favorably with other projects which have been funded?"

The Committee also decided to require that a report be submitted by the faculty member after the project was completed, seeking answers to three questions: (1) What funds were actually spent on the project? (2) What was actually accomplished with this project? (3) What was the value of the project?

During 1970-71, the Faculty Development Program Committee received 133 proposals and it approved 75 of these, a 56 percent approval rate with an average grant of about $385 per individual. Over both years, the range of individual grants was from a high of $1,700 to a low of $59.

During the two years, the Faculty Development Program Committee evaluated the program and concluded that there was too much emphasis on "faculty development" and not enough on improved classroom teaching. As a result, the Committee recommended that, should the program be continued, its designation be changed to the "instructional development" or "instructional improvement" program. Despite this concern, the value of the program was captured by the chairperson of the Committee who stated: "The program, I believe, has been an extremely valuable tool in communicating to the faculty that the University considers instruction and improvement of instruction to be important. It provides the wherewithal for the faculty to upgrade itself in instructional skills. It represents an excellent investment in the basic function of the University, instruction."

Because of statewide budget reductions for public higher education in Illinois for 1971-72, a one-year hiatus occurred in faculty and instructional development programming at Illinois State University. No program was available that academic year, though plans were developed then to establish a revitalized program for 1972-73.

Educational Innovation Program: A Major Boost. Proposals submitted to the Faculty Development Program demonstrated that faculty members and academic departments desired to implement a number of large-scale projects to improve instruction that could not be supported by available funds. As a result, the University made a special request for an additional state appropriation through the usual program improvement budget processes for $566,000 for the 1972-73 academic year. This request was approved by the Board of Regents and the Illinois Board of Higher Education, perhaps largely because the University could establish that its costs per credit hour at the undergraduate level were significantly lower than those at comparable universities. The $566,000 appropriation allowed the Educational Innovation Program to be established, with the specific purpose of improving the quality of undergraduate education at Illinois State University. The program allowed 35 separate projects designed by faculty in various departments of the University to be supported. Each of these projects is described and evaluated in Innovation at Illinois State University, 1972-73 (ERIC number ED 082694); however, the scale and impact of the Educational Innovation Program at Illinois State warrants a description of the process used to determine which projects would be funded under the program.

Departmental faculty were invited to submit proposals toward the improvement of existing undergraduate programs. Program guidelines called for projects that would improve teaching in undergraduate courses, develop new educational delivery systems, create multidisciplinary approaches to learning, expand the use of instructional technology, provide student internships, explore performance evaluation and other competency-based approaches to instruction, provide for evaluation and consequent restructuring of courses and curricula, and otherwise improve the quality of undergraduate education. In a statement to the Academic Senate, then Dean of the University Gene A. Budig described the purpose of the program as to create "an imaginative, improved, and innovative undergraduate program, an academic program which students as well as faculty will find exciting and challenging."

A total of 83 proposals were submitted requesting a total expenditure of $1,600,000--a demonstration by itself of the commitment of the faculty and departments at Illinois State to attempt innovation in instruction. Proposals were evaluated by a five-member internal screening committee including two faculty members, two students and an administrator. The two faculty members had respectively chaired a University Task Force on Instructional Innovation (Earl Reitan) and a University Task Force on Educational Media and Instructional Technology (Ed Streeter). The screening committee also had the benefit of advice from Ronald Halinski (Director of the Measurement and Evaluation Service) and Eugene Jabker (Coordinator of Instructional Evaluation). After an initial screening, the remaining proposals were further evaluated by two external consultants, Royce H. Knapp of the University of Nebraska and James C. Olson of the University of Missouri. Ultimately 35 Educational Innovation Program projects were selected, with a separate budget negotiated and established for each project.

Humanities Education Theatre Company. An example of the Educational Innovation projects is the Humanities Education Theatre Company, a project designed by Professors Calvin L. Pritner and John R. Sharpham of the Department of Theatre. Sharpham and Pritner (1973) describe the project in a Phi Delta Kappan article (see box), "Professional Actors in the University Classroom: Illinois State University Introduces a Unique Program for Enlivening the Humanities." The Company, which now employs graduate assistants rather than professional actors, has continued since it was initiated as an Educational Innovation Program project in 1972-73.:

HUMANITIES EDUCATION THEATRE COMPANY

"A company of professional actors perform scenes from history, act in plays, and do improvisations and poetry readings in university classrooms. Question: Does this enhance and enliven the teaching of humanities? Answer: Let's have more!

"This is the typical response of faculty and students, suggesting that such a resident company can indeed enhance and enliven the material students are asked to absorb in the classrooms. One of several educational innovation programs funded in 1972-73 at Illinois State University, the Humanities Education Theatre Company was an experiment in using actors and dramatic techniques to serve teachers and students of the humanities. The company consisted of seven professional actors who worked on campus for the spring semester under 'actor-teacher contracts,' presenting a wide variety of offerings for regular classes.

"They performed for classes in history, English, biology, political science, music, foreign languages, corrections, theatre, education, speech communications, philosophy, and the allied health professions. The actors performed 59 different pieces for more than 5,000 students--for a total of 128 performances in 16 weeks. Performances included cuttings from Waiting for Godot, Macbeth, the Wilberforce-Huxley debate at Oxford (1860), readings from the memoirs of Charles DeGaulle, excerpts from the Luther-Eck debates, poems by Robert Browning, readings from Plato's Republic, and a pantomime for deaf children.

"The company was used in a variety of ways by teachers from 13 different disciplines. A number of plays, scenes, and chamber theatre dramatizations of short stories were presented to students in English classes. Scripts were also used when a scene from a play might highlight a historical event or some incident related to the subject matter of other disciplines. Some examples of using drama in this way included scenes from The Crucible for history, The Cage for the Corrections Department, and Antigone for philosophy. Foreign language students had an opportunity to see and hear an English-language performance of a text they were studying, The Two Faces of the Patron.

"The actors read from poets being studied, including Robert Browning and Dylan Thomas, and appeared in several chamber theater productions adapted from narrative fiction. In philosophy, history, biology, and political science courses, debates and discussions were dramatized, allowing students to observe in action events they had been studying in class, such as the Scopes trial and the Lincoln-Douglas debates.

"The actors also presented a number of improvisations built around ideas suggested by the teachers and students. One such improvisation was developed to explore propaganda, another examined some features of a group therapy session, and a

third used pantomime as a teaching technique with a group of deaf children at the University Laboratory School.

"Several company performances were video-taped for later showing in the classroom. The video-tapes give an added dimension to the actors' work, and some beginning steps have been taken to compare the relative effectiveness of live versus video-taped performances.

"Several of the actors were university graduates or had teaching experience at the university level. This was an advantage when class discussion with the actors followed the performance. Discussions often explored interpretation of roles, approaches adopted, and analyses of the scripts. These discussions proved to be a useful part of the overall performance, and perhaps an important criticism of the program was that the actors were not used sufficiently in the class discussions. Many teachers used only the actual performance as a tool; in the future, the programs will be more closely coordinated with the faculty so that the fullest use can be made of this educational opportunity.

"Judging from the several evaluative procedures used, the overall response to the company and its contribution is highly supportive. The next question, at this time still unanswered, is to what degree this approach enhances the cognitive area. There is, too, a question of finance: How can a service project like this one be continued and at the same time allow the regular theater program to function as it should? (Funds for continuation of the program using Equity actors at Illinois State are still being sought. Money approved for 1973-74 is being used to hire graduate students in a similar capacity.)

"The company has been an interesting and intriguing project. A unique experiment in higher education, it has proved to be a worthwhile addition to the university classroom exploring the uses of dramatic techniques as a teaching tool."

Evaluation of Educational Innovation Projects. A condition of funding the Educational Innovation Program projects was that an evaluation of project outcomes be conducted jointly by the University's Measurement and Evaluation Service and faculty members responsible for the projects. This effort had the benefit of general advice from Paul Dressel of Michigan State University, about approaches to the evaluation of the 35 projects. Though different evaluation techniques were developed for each project, the evaluation conducted for the interdisciplinary (history,

literature, art, and music) Humanities I and II courses provides a good example of the process and product.

The Humanities sequence had been in operation for four years, Educational Innovation Program resources were used for a reorganization of the course providing for a greater integration among the four subjects comprising the course. Both statistical analysis and an external consultant were used in this particular evaluation.

In the statistical realm, the Educational Testing Service's Area Test in the Humanities was administered to 115 students enrolled in the Humanities I and II courses. The performance of these students was compared with national freshman norms. Sixty percent of the Illinois State students scored in the upper quarter, 26 percent scored in the second quarter, 13 percent scored in the third quarter, and only one of the Illinois State student's scores were low enough to be included in the lowest quarter of the national norms. The median score for Illinois State students was 500 compared with 418 for the freshman norm group. In addition to the Area Test in Humanities, a second inventory, the Student Instructional Report, was used to evaluate the Humanities I and II courses. Students rated the Humanities course instruction, value of the course, and quality of the lectures much higher than national norms. The Illinois State course was judged to be at the student's ability level, though the work load was judged to be heavier than the national average. Finally, Illinois State students were asked also about their participation in humanities related activities. This information was compared with responses for a national sample (C. Robert Pace's Higher Education Measurement and Evaluation Kit, UCLA Center for the Study of Evaluation, 1971). Reported ISU student participation in art, music, and drama was significantly higher than the national sample.

In addition to the statistical evaluation of the Humanities I and II sequence, Paul J. Olscamp of Syracuse University was used as an external evaluator for the project. He visited the campus to observe the course and provided a written evaluation. In part, Olscamp's report states:

> "I discussed the course syllabus, textbooks, and the individual abilities of the lecturers with approximately a dozen students from the course for about an hour....In my fairly detailed discussions with the twelve students, there was unanimous agreement on their part that each of the four lecturers in the course worked diligently and carefully to prepare his materials and that the level of instruction in the course was among the highest they had ever experienced....The skill and ingenuity with which several of the segments of the course which I examined were put together was enlightening indeed. To take an outstanding example, Professor Hartley discussed the Romantic period while the poetry of Wordsworth was being read, and while at the same time the paintings of Constable were flashing on two screens and the music of Berlioz was playing softly in the

background. I have never witnessed a demonstration which more forcefully placed before me the mutally supportive natures of the major arts of the Romantic or any other period....It is obvious that the development of such courses requires patience and coherence of effort over a considerable period of time. I know of no other similar course anywhere where the principal instructors have been together for such a prolonged period of time. The refinement of the final product which is the result of this cumulative experience is evident upon first sight."

Rebirth of Faculty Development Program as Instructional Innovation Program. In addition to the Educational Innovation Program, 1972-73 also brought the rebirth of the grant program to individual faculty members--reinstated as the Instructional Innovation Program. As with the earlier Faculty Development Program, proposals in the Instructional Innovation Program were reviewed and evaluated by a faculty committee. Although any proposal to improve instruction was invited, highest priority was given to proposals designed to implement the University's commitment, stated in its Academic Plan, for "exploring and encouraging the development of instructional innovation, including the extended use of educational media and instructional technology" and developing "new and more flexible means for learning which will be better adapted to individual capacities and needs of students." A total of 87 Instructional Innovation proposals were submitted in 1972-73, with 51 (or 57 percent) of these funded from the $50,000 available for the purpose. As with the 35 Educational Innovation projects, the 51 Instructional Innovation projects are described in Innovation at Illinois State University, 1972-73.

The Educational and Instructional Innovation Program projects demonstrated a very real commitment on the part of the faculty of Illinois State to explore new and hopefully better ways for students to learn, and a serious attempt by one university to implement the thinking of the Carnegie Commission on Higher Education in Reform on Campus (1972): "We see the decade of the 1970's as a period of innovation, as an era that provides unusual opportunities to improve the quality of academic life, and as a period when the energy for reform that has been released can be combined with the spectrum of available innovations to provide more vital intellectual communities."

A basic thesis of the Educational Innovation and Instructional Innovation programs was that, to be effective and lasting, educational reform, change, and innovation must be planned and implemented by faculty. Nothing makes people more resistant to new ideas or approaches than a feeling that change is being imposed upon them. As Russell Cooper put it, "the more widely faculty can become involved, the more they will be committed to innovation and its success." These innovative projects were therefore planned, implemented, and evaluated by the faculty; that sense of faculty ownership is vital to any successful faculty and instructional development program activity.

Administrators can facilitate educational innovation, but faculty must bring it about.

Undergraduate Teaching Assistant Program: An Offshoot. Although several Educational Innovation projects involved undergraduate students as assistants in the teaching process, one such project in the Department of English used 16 undergraduates as teaching assistants. These students were employed as tutors in the basic freshman language and composition course to develop student writing skill. One finding in the evaluation of this English project was that "the sixteen undergraduate teaching assistants used in the project indicated that the experience was excellent preparation for teaching." A series of questions emerged: If these students "suggested that their experience had definitely contributed to their development as teachers," why not expand the concept of undergraduate teaching assistants into other areas? Why not find out if other departments would be interested in establishing an Undergraduate Teaching Assistant program? Why not involve students, particularly those interested in teaching careers, directly in the instructional process? Answers to these questions led to the establishment of an Undergraduate Teaching Assistant program at Illinois State, a direct offshoot of the Educational Innovation Program.

A complete description and evaluation of the UTA program is available in "The Undergraduate Teaching Assistant Program at Illinois State University" by Stanley G. Rives and Eugene H. Jabker in Instructional Development at Illinois State University, 1973-74 (ERIC number ED 100243), which also includes the UTA policy and application forms. A brief Phi Delta Kappan research report (see box) by Rives and Jabker (1976) describes the program.

UNDERGRADUATE TEACHING ASSISTANTS

"The use of graduate students as teaching assistants is an established tradition in American universities. Only recently, however, have a few institutions experimented with using highly motivated, bright undergraduates as teaching assistants. Hobart Smith's "Educational Motivation Through Undergraduate Recycling--A Largely Untapped Resource of Major Potential in College Instruction," in the November, 1974 issue of The Biologist, is typical of the reports of success of such endeavors in individual disciplines.

"An institution-wide undergraduate teaching assistant (UTA) program was established by the Dean of Undergraduate Instruction at Illinois State University during 1973-74. Allocation of $65,000 supported 70 UTA positions, allowing use of one or more UTAs in nearly every academic department. Based upon experience elsewhere, the

UTA program at ISU was initiated and evaluated to answer questions as: Can sizable numbers of UTAs make a meaningful contribution to the instructional process? Will academic departments devise creative and useful instructional activities for UTAs? Does the UTA experience merit academic credit, financial compensation, or both? After experience with it, will faculty members and departments support continuation of a UTA program? Will student UTAs find the experience personally rewarding?

"The ISU program was designed primarily to involve advanced undergraduate students as assistants to faculty teaching lower-division University Studies (general education) courses by providing tutorial or remedial help, leading small-group discussion or laboratory sections, and grading papers and examinations, particularly in large classes. University-wide guidelines specified that the UTA positions requested by departments would be designed to improve instruction as well as provide an opportunity for qualified undergraduates to learn by participation in the teaching process, that the time devoted by the student UTA should be approximately 10 hours per week, and that criteria for selection of UTAs would include: 1) outstanding performance in prior academic work, with a normal expectation of a GPA of 3 or above on a 4-point scale; 2) junior or senior standing; and 3) promise as a teacher evidenced in supporting recommendations of at least two faculty members. Performance of routine clerical duties by UTAs was discouraged, and it was specified that faculty retained ultimate responsibility for course content and grading.

"All student UTAs received financial compensation, and most of them also received academic credit. Standard compensation was $450 per semester or $900 for the academic year, or roughly $3 an hour. Departments retained authority to grant up to three semester hours of credit, with 19 of the 26 participating departments providing a credit mechanism. Where awarded, credit was assigned for enrollment in a scheduled seminar and not for the work experience as a UTA.

"Preliminary evaluation of the UTA program at ISU leads to the following tentative conclusions:

"1. Faculty members and academic departments will support a UTA program. Departments generated nearly 300 requests for the initial 70 UTA positions available. Faculty UTA mentors say that the program resulted in the improvement in such areas as contact with students (83%), quality of instruction (75%), time for preparation (71%), sensitivity to student concerns (68%), and grading

and testing (65%). Strong faculty endorsement of the program resulted in expansion. In 1974-75 there were 80 UTA positions; this year there are 90.

"2. Students who serve as UTAs benefit by participation in the program. Responses of the UTAs themselves to the effects of participation revealed improvement in such factors as knowledge of disciplinary subject matter (94%), sensitivity to the problems of teaching (94%), awareness of personal strengths and weaknesses (90%), sensitivity to student problems with learning (90%), ability to communicate clearly (88%), sense of membership in the academic community (87%), interest in discipline (87%), and confidence before a group (85%). Further, the evidence was that a student's academic record in other classes is enhanced by the UTA experience. Like the faculty, students have strongly endorsed continuation and expansion of the UTA program. Though the faculty perception is that a UTA program improves the quality of instruction available to students, our strong impression is that the greatest educational benefit accrues to the UTA.

"3. A combination of financial compensation and academic credit is justifiable in a UTA program. There is a greater divergence of opinion on this issue than any other regarding a UTA program. As expected, student UTAs desire some combination of credit and financial compensation for the experience, although many feel that transcript recognition is most important. Faculty find the combination of pay and credit generally acceptable as long as 1) a clear separation is made between the work for pay and seminar experience for credit, and 2) academic departments retain the authority to determine whether credit is to be allowed for participation in the program.

"4. A successful UTA program is dependent upon careful selection of UTAs and/or an adequate training program for them. It appears that the selection process may be the single most important condition for success; the better the assistants, the better the assistance. In the absence of a rigorous training program--the quality of training varies by department at ISU--the selection of the UTA and his or her faculty mentor are crucial.

"A UTA program will work well as long as it attracts superior undergraduate students and has the endorsement of faculty. It can result in increased personalization of instruction at minimal cost."

Instructional Development Program: Emerging Maturity. By 1973-74, the University had gained enough experience through the Faculty Development Program and the Educational and Instructional Innovation Programs to establish a continuing program of grants for faculty under the Instructional Development Program. With the emerging maturity of experience, the total program included four basic elements in 1973-74:

The Instructional Development Program itself continued to provide funds to faculty members to improve classroom instruction. Such proposals continued to be reviewed by a faculty committee. Awards were made on the quality of the proposal and the likely success of the project in improving the educational experiences in a particular class or course.

The Summer Instructional Development Program was initiated in 1974. A limitation of the regular academic year program proved to be that it did not provide assigned or "released" time for faculty members to engage in more substantial curriculum planning and academic program development activities. The 1972-73 experience with the Educational Innovation Program had established that the investment of faculty time in such longer-range instructional development activity could yield important dividends. Faculty members submitted proposals, in a fashion quite similar to the University process for summer research grants, and these proposals were then evaluated by the faculty Instructional Development Program Committee, with awards made by the Dean of Undergraduate Instruction. The 44 faculty members awarded Summer Instructional Development Program grants in 1974 were each provided a month of summer employment to complete their projects. A condition of the grant, as with regular year grants, was that the faculty member submit a written report on accomplishments.

The continuation of selected Educational Innovation Program projects begun in 1972-73 was a third feature of the total program in 1973-74. Eleven Educational Innovation projects were selected for continued funding on the basis of the final evaluation of all 35 of these projects provided by the Measurement and Evaluation Service. Continuing Educational Innovation projects ranged from further development of individualized PSI (Personalized System of Instruction) instructional packages in the Department of Physics to continuation of the Humanities Education Theatre Company to continued support for a Special Education Junior Semester Off-Campus. In a word, the best of the Educational Innovation Program projects were provided with continued funding.

The Undergraduate Teaching Assistant (UTA) Program, described previously, was introduced as a final element of the Instructional Development Program.

Chapter 2 traces the development of the Instructional Development Program from 1973 through the present. The magnitude of the 1973-74 Instructional Development Program is illustrated by the total investment of $290,000 represented in the program: $50,000 in the regular year IDP projects; $75,000 in Summer Instructional Development projects; $100,000 in support of the continuing Educational Innovation projects, and $65,000 for inauguration of the Undergraduate Teaching Assistant program.

Kellogg Project: Major New Dimensions. In the summer of 1975, the Dean of Undergraduate Instruction prepared a proposal to the W.K. Kellogg Foundation to expand considerably the University's existing Instructional Development Program. The proposal was developed with the support and assistance of President Gene A. Budig and the Dean of the College of Arts and Sciences, Barbara S. Uehling. Growing out of six years of experience with the Faculty/Instructional Development Program, the proposal sought foundation support to expand the existing effort into a truly comprehensive program. Faculty members had indicated that a comprehensive program would include staff assistance being made available for (1) work with faculty on improving teaching effectiveness (Instructional Development Program grants were good, but could not provide the needed professional consultation), and (2) work with faculty in the area of professional development, particularly in coping with shifting student enrollments. These needs, coupled with the magnitude of resources that would be required to implement such a comprehensive program, led the University to seek external support from the Kellogg Foundation to establish a Teaching-Learning Center (TLC) and a Professional Development Center (PDC). What has come to be known as the Kellogg Project, represented a significant new dimension of the institution's faculty and instructional development program, designed to provide opportunities for revitalization of instruction in an era of stable or declining resources and student enrollments in higher education.

The four-year $697,815 project was approved by the Kellogg Foundation in the fall of 1975, with the Foundation to provide $362,799 and the University providing $335,016 during the four-year period. Financial support for the project was arranged so that the Kellogg Foundation provided nearly all required funds during the first year (1976) of the project. The University provided about a quarter of the costs in each subsequent year, so that by the fifth year (1980), the project would be supported totally by University "hard dollars." It was agreed that Illinois State would request the appropriations necessary to assume financial responsibility for the program through regular budget requests to its Board of Regents and the Illinois Board of Higher Education. Such requests were made and subsequently approved.

What rationale supported the University's request to establish the Teaching-Learning and Professional Development Centers? "Public institutions of higher education," the proposal indicated, "must be committed to a pattern of resource allocation which is designed to meet shifting demand for courses and academic programs while, at the same time, remaining committed to improvement of institutional programs and classroom teaching. Both objectives involve faculty members as the central element. Faculty positions, that is, are the major resource commitment of any college or university, and individual faculty members retain basic responsibility for improving the quality of instruction in their disciplines." Given relatively stable resources--inflation has seen to that, certainly in terms of purchasing power--meeting shifting student enrollment patterns requires reallocation of resources. As a specific instance at Illinois State University,

a Corrections program went from 43 student majors and 1,080 credit hours provided in 1972-73 to 149 majors and 1,498 credit hours in 1974-75. In the same two year period, Foreign Languages went from 401 majors and 6,669 credit hours in 1972-73 to 282 majors and 5,683 credit hours in 1974-75. That represents a 39 percent increase in student enrollments and a 247 percent increase in Corrections while Foreign Languages experienced a 15 percent decrease in course enrollments and a 30 percent decrease in student majors. The total dimensions of the problem, however, are obscured by a departmental analysis. In the Department of Health, Physical Education and Recreation for example, the number of men's Physical Education majors dropped 25 percent, while the number of Recreation and Parks Administration majors was increasing by 374 percent. While this department's credit hour production had diminished only 10 percent in the 1972 to 1974 period, the competencies required of faculty to staff courses--more recreation, less physical education courses--changed drastically. The Carnegie Commission on Higher Education explained the experience at Illinois State and elsewhere in the section on "Forces for Change," in Reform on Campus (1972):

> "The labor market situation for college-trained people is changing. The demand for some occupations, such as teaching, is declining; the demand for others--such as health occupations--is increasing. New occupations are being born. The whole occupational structure is becoming more dynamic and its occupants need to have broader-based backgrounds to be prepared to undertake more additional training and retraining throughout their working lives. Campuses need to be able to adapt more quickly to the changing labor market situation and to the new changeability of student interests, which are produced, in part, by the changes in the labor market."

Continuing the analysis, the proposal to the Kellogg Foundation noted that "while resource reallocation is a quantitative response to the situation, the problem has important qualitative and human dimensions. Institutional vitality and viability also require constant attention to improvement of instruction by the institution and its faculty members." Bluntly put, a faculty member concerned about decreasing enrollments that may affect job security is not in the best frame of mind to focus attention on improving instruction. Rather, the normal human response is defensiveness. The evidence is clear that instructional innovation and improvement are functions of personal security. Further, the absence of faculty mobility and turnover, which characterized the decades of growth (fifties and sixties) of higher education, means that revitalization must come from existing faculty rather than from any large injection of "new blood" into the institutional system. While an answer to the apparent dilemma cannot provide absolute assurance of professional job security for all faculty at the expense of institutional responsiveness to students and society, the nub of the human problem involved is to find appropriate ways of maximizing the personal security of faculty members in ways which allow them

to make the personal adaptations necessary to the new conditions in higher education. The answer lies in part in the development of a faculty retraining program allowing the individual to continue making a meaningful contribution while also allowing institutional staffing flexibility. Beyond this, institutions of higher education must find ways of revitalizing teaching and instructional programs if providing quality education is to continue as an important institutional goal. Stable and declining enrollments may otherwise lead to diminished quality.

This set of circumstances led Illinois State University to propose its Kellogg Project, which is described in detail in Chapters 3 and 4, to both (1) assist faculty members who are displaced because of enrollment declines in their disciplines to fit themselves for the needed professional service, and (2) assist faculty members in problems encountered in improving their teaching. A brief description of the two centers proposed to be created by the project follows.

Professional Development Center. The basic responsibilities of the Director of the Professional Development Center would be to (1) identify, with the assistance of the provost, college deans, and department chairpersons, individual faculty members who could use the services of the Center, with the understanding that individual faculty members might avail themselves of program services by consulting directly with the Center, (2) work with these faculty members to determine areas of professional interest which could be explored to better fit the individual for available employment opportunities, and (3) arrange educational leaves as necessary for faculty members to provide them appropriate training to qualify for available positions. One of the examples used in the proposal to illustrate the operation of the Center was:

> "Professor A has graduate training in and has been teaching agricultural education courses for several years. A decline in students majoring in agricultural education accompanied by an increase in students majoring in agribusiness and agriscience has led to need for one rather than two faculty members teaching agricultural education courses. At the same time, because of the growth in non-teaching programs in the department, appropriate staffing requires the addition of an agricultural economist. Professor A had an undergraduate minor and some work in graduate school in economics; he has interest and aptitude in the area. A year's leave is arranged during which the first semester is spent taking graduate course work in agricultural economics and the second semester is spent in an internship situation working with agricultural economists at the Illinois Agricultural Association. Professor A returns to the department teaching agricultural economics the next year with appropriate training and experience. He has been effectively retrained or retooled to meet an existing need within his academic department."

A view of the proposed functioning of the Center may be seen from the criteria stated in the proposal for evaluation of the Professional Development Center: (1) Is the Center successful in identifying and counseling with faculty members toward modification of their career objectives? (2) Are satisfactory educational leave arrangements worked out for these faculty members that allow them to retrain themselves for new career objectives consistent with eithe. personnel needs of the institution or job placement elsewhere? (3) Does the existence of the program lessen the sense of professional insecurity among faculty generally? (4) Is the investment in faculty retraining/retooling represented by the program worthwhile in terms of benefits to individual participants in the program and to the institution? (5) Is the model Center developed at Illinois State transportable to other insitutions confronting similar problems?

Teaching-Learning Center. Although the original proposal to the Kellogg Foundation called for creation of a Teaching Skills Center, the name was later changed to Teaching-Learning Center. As indicated in the original proposal, the primary responsibilities of the Director of the Teaching-Learning Center would be to (1) provide appropriate consultation and experiences for faculty members who desire the services of the Center to improve instruction, (2) identify qualified senior faculty members who could serve as "mentors" (Kellogg Associates) to work with faculty members who seek Center services, and (3) provide instructional improvement workshops, seminars, and clinics using both campus personnel and off-campus consultants. Three examples used in the proposal to illustrate the work of the Center were:

> "Professor A teaches introductory economics courses. He is persuaded that the computer could be utilized effectively to engender greater student interest in basic economics and enliven instruction. He is familiar with the use of the computer for research but not instruction. The Teaching-Learning Center arranges needed resources to allow Professor A to visit Notre Dame where a model NSF-funded computerized teaching of basic economics program is in operation, to work with computer programmers in ISU's Computer Services to develop and test a computer assisted instruction model he develops, and to consult with other instructors at ISU who have developed CAI models for their courses. The Center also arranges for ISU's Measurement and Evaluation Service to work with Professor A to develop criteria for field testing of the program once in operation to determine if it fulfills the objectives originally sought.
>
> "Professor B teaches American history. Feedback from student evaluations indicates that students are seriously dissatisfied with the quality of examinations given in the course and with the absence of meaningful classroom discussion. Further, while his colleague evaluations have praised his scholarly work, they also provide a mediocre rating in teaching

effectiveness. Since the Department of History considers teaching effectiveness to be a primary criterion for merit salary increases and promotion, Professor B feels he must seek assistance to improve his teaching for advancement in his chosen profession. He seeks assistance from the Center, which among other things (1) arranges for a series of consultations in the University's Measurement and Evaluation Services on test construction and evaluation, and (2) arranges for Professor B to work with a faculty colleague in the Department of Information Sciences on techniques of effective discussion leadership.

"Professors C, D, and E each teach large section lecture courses in literature, political science and biological sciences respectively. They individually contact the Center for assistance in how to go about upgrading instruction in large lecture sections. As a result of their expression of interest, the Center director contacts all faculty members teaching sections with more than 100 students in them to determine those faculty members interested in cooperatively exploring the topic. A ten-week seminar is planned for a group of twenty faculty members; it involves a media expert for one session, a session in which research on large group instruction is explored, another session in which the experience of several outstanding faculty members in teaching such courses is shared, and other similar interaction sessions on topics related to the problem area."

As with the Professional Development Center, another view of how the proposed new Teaching-Learning Center would function is seen from the criteria stated in the proposal for evaluation of the Center: (1) Is the Center successful in identifying and counseling with faculty members toward improvement of their classroom teaching? (2) Are satisfactory individual and group arrangements made whereby faculty members involved in Center projects provided meaningful experiences leading to modification of and improvement in their teaching? (3) Does the existence of the program heighten concern among the faculty generally for improvement of instruction? (4) Is a perceptible difference in the level of student satisfaction with instruction evident? (5) Do the outcomes of the program as measured by faculty and student perceptions concerning improvement of instruction warrant the investment of resources represented by the program? (6) Can the model Center developed at Illinois State be utilized by other institutions of higher education?

The proposal to the W.K. Kellogg Foundation to create the Professional Development and Teaching-Learning Centers at Illinois State University also specified that formative evaluation would occur throughout the project and that a summative evaluation would occur in the fourth year of the project, with emphasis on what had been learned at Illinois State that might be of value to similar institutions of higher education. A copy of

the original proposal is available in the Illinois State University Kellogg Project: First Annual Report, 1976. Similar Second, Third, and Fourth Annual Reports (1977, 1978, and 1979) report the four-year history of ISU's Kellogg Project.

INSTITUTIONALIZING THE INNOVATION

The decade of experience with the Faculty Development Program, Educational and Instructional Innovation Programs, Instructional Development Program, and Kellogg Project Professional Development and Teaching-Learning Centers may be viewed as the gradual evolution of a modest institutional faculty development program. Much has been learned along the way about what a college or university can do to enhance learning and teaching. The purpose of this work is simply to communicate what has been learned at Illinois State University about faculty and instructional development that may be of value to interested persons and institutions. In subsequent chapters, we hope to gladly teach what we have learned about the teaching-learning process. Without question, one thing our experience has taught us is that what we thought were a series of isolated programs are in reality a single faculty and instructional development effort. For reasons that will become evident in subsequent chapters, therefore, Illinois State University will enter the eighties with an integrated Faculty and Instructional Development Program.

Chapter 2

INSTRUCTIONAL DEVELOPMENT PROGRAM

Eugene H. Jabker

Attempts to improve instruction in higher education may date back to the origins of colleges and universities; however, the creation of formal programs to initiate and support such efforts are phenomena of recent vintage. At Illinois State, a modest program for faculty development was introduced in 1969. Since then, with the exception of a hiatus during the 1971-1972 academic year, special financial support has been made available each year to the faculty for the purpose of improving undergraduate and graduate instruction.

The Instructional Development Program has played a major part in the total institutional effort. Approximately $1.5 million has been spent since 1972 to support 560 projects. A total of 449 persons of whom 357 are still at Illinois State, have been involved in one or more projects . In other words, almost one-third of the teaching faculty have received some of the resources that faculty need to change the nature of their teaching. Faculty salaries during the summer, student help, commodities, contractual services, travel, printing, and computer services have been provided to help the faculty design and develop new courses, revise and reorganize existing courses and programs, create provisions for computer assisted instruction, and develop new instructional materials.

General guidelines have been provided to the applicants each year to encourage efforts in certain areas of concern, such as general education, basic skills development, and interdisciplinary efforts. Each applicant, however, is free to apply for support outside these areas if a need can be demonstrated. The net effect of this freedom has been the introduction of some change in more than 100 of the conventional academic subdivisions of knowledge and training identified by Huff and Chandler (1970) in a taxonomy of instructional programs in higher education.

The vast majority of the projects have been devoted to the improvement of undergraduate instruction. Fewer than five percent were addressed explicitly to masters and doctoral level courses. It is reasonable, however, to assume that efforts to improve upper division undergraduate courses, which also provide graduate credit, and some of the projects that did not specify the characteristics of the target audience have had an impact on the graduate program.

With few exceptions, support from the Instructional Development Program has been used primarily to change the conditions of learning and teaching rather than the professional and personal growth of the faculty. Support for travel to conferences, workshops, and other similar faculty development experiences was provided only if there were a compelling justification and the information obtained elsewhere would produce a tan-

gible and lasting effect on instruction at Illinois State. Otherwise, such requests were referred to the Teaching-Learning Center of the Kellogg Project.

TYPES OF GRANTS

The largest and most ambitious grants were awarded during the 1972-1973 academic year. These projects, known as Educational Innovation Program grants, were awarded primarily, but not exclusively, for departmental efforts to improve instruction at a time when the University was attempting to re-emphasize its traditional commitment to excellence at the undergraduate level. Relatively large grants that provided an average of almost $16,000 each for faculty salaries and reassigned time, equipment, and all other budget classifications were used to support a wide range of very innovative activities. Approximately one-fourth of these projects still exist in a form similar to the original. Several, notably the projects in physics and theatre, have received national attention; and eleven received support during a second year of development. The results of each are presented in the annual reports of the program for 1972-73, and 1973-74.

The Instructional Innovation Program was introduced also in 1972. The purpose of this program--the precedent for the present Instructional Development Program--was to give some help to individuals for the development of less ambitious projects. Unlike the larger program, faculty salaries and equipment were not provided. Through the years since 1972, these financial restrictions and the objectives of the program have remained much the same although faculty salaries have been made available in the Summer Grant program.

The Summer Grants were started in 1974. The purpose is to provide a block of time not to exceed one month between the middle of May and the end of June for concentrated work on the improvement of instruction. Such an award is contingent on the demonstration that the project is needed and can be completed during the grant period, the procedures are appropriate, the results will improve instruction, and the work cannot be completed successfully during the regular academic year.

The Regular and Restricted Academic Year Grants differ primarily in the amount of money that is made available. The only limit on the Regular grants is the total amount of money available in the budget each year. It is conceivable, although improbable, that all of the funds could be used for one project. The practice, instead, has been to earmark approximately two-fifths to one-half of the budget during the past few years for such projects and support as many requests as possible. Typically the grants range between five-hundred and several thousand dollars; however, in the past, some have required as little as $100 and some have approached $10,000. Currently, the smaller requests are submitted to the Restricted Grant program wherein each award is limited to $200 in two budget classifications.

The College Grants represent a special agreement with the deans of the five colleges to provide funding for a project that has a special importance beyond the needs of one or two

departments. With the support from these funds, a Writing Center has been established in the College of Arts and Sciences; a Learning Laboratory, created in the Department of Agriculture under an Educational Innovation Program grant has been expanded to serve all departments in the College of Applied Science and Technology; a Reading Services program is being developed in the College of Education; and the College of Business is exploring a variety of ways that computer assisted instruction can be used when the move to a new building is completed. Efforts by the College of Fine Arts to create a community arts program were discontinued after two years.

On the matter of failure or success, it should be noted that the funds in the Instructional Development Program are considered risk capital. Although all awards are based on the potential for sucess as judged by a panel of peers with final approval by the Dean of Undergraduate Instruction, sanctions are not imposed in the event that the results fall short of the objectives. While the risk is relatively small, (actual failures are estimated at less than five percent), nevertheless, there is a greater stress on the desire to improve instruction than on the guarantee of results. Aside from the first year, when a much larger amount was devoted to the program, the current average rate of expenditure (approximately $150,000) represents a very small percent of the University's annual operating budget of approximately $50 million--a relatively small amount that allows for the possibility of failure without penalty.

ADMINISTRATION

There are four areas of administrative responsibility: (a) preparation of the application procedures and review of proposals, (b) maintenance of the budget, (c) response to a seemingly endless series of concerns and problems throughout the year, and (d) the preparation of the annual report. In general, the faculty are responsible for the operation of the program whereas the administration is intended to assist in the most unobtrusive manner possible.

Review of Applications. Each year, the guidelines for the program and the application forms are created and distributed to the faculty. All faculty members are eligible to submit applications for any or all of the grants regardless of rank or tenure status. The approvals of the chairperson of the department and the dean of the college are required.

The Summer and Regular Academic Year proposals are reviewed by a Committee that includes one faculty representative from each of the five colleges and a student member designated by the Student Association. The Restricted Grant proposals were reviewed also by this committee prior to 1978-79 when this responsibility was delegated to the Director of the program, who reports actions to the Committee. All recommendations are subject to approval by the Dean of Undergraduate Instruction.

The general criteria for approval include evidence that the project is needed, the procedures are appropriate, and the results will improve instruction. Although the amount and nature

of information requested for each type of grant application is different, each application requires a description of the problem or purpose, procedures, and results. The deadlines for submission also vary: the Restricted Grants are reviewed shortly after the first working day of each month until available funds have been exhausted; Regular Academic Year proposals are due currently in the middle of September; the Summer Grants must be submitted by the end of September. Over the years, these deadlines have changed for a number of reasons; however, the overall intent is to approve the requests as early as possible during the fall semester to allow adequate time for faculty members to plan their activities intelligently for the academic year and the summer. At present, the awards for the Restricted Grants are usually made within a week, announcements for the Regular Grants take about two or three weeks, and the Summer Grants are announced about two months after submission--usually during the first week in December.

The procedures for review include careful readings of each proposal by each member of the Committee followed by a series of eliminations. The first round is intended to eliminate all proposals that do not meet the general criteria for approval, that is, proposals that will not be approved regardless of available funds. The second round is designed to rank order the remaining proposals so that the best are supported in the event the funds are not sufficient to support all. In the event that budgets or other components require revision, these changes are negotiated with the applicants prior to final review. The Director of the Program does not participate directly in the decisions nor do committee members participate in the deliberations on an application from faculty members in their departments.

Budget Responsibility. The budgets for the Restricted, Regular, and College grants are allocated to the faculty, with all monies retained in one account. Fiscal responsibility for all expenditures resides with the Director of the Program as a convenience to the faculty.

It has been assumed throughout the history of the program that the applications represent the actual funds needed to complete the project. The obvious corollaries to this assumption are that the applicants have done their homework about the various costs and the applicants are honest. In general, these principles have worked well. The few exceptions that have occurred seem to be within a reasonable level of error and are monitored easily by the central accounting arrangement. This procedure is appreciated by the various offices on campus which are involved in the expenditure of the program funds because it reduces the number of persons to one or two whom they must contact regarding any problems that may arise. In a similar fashion, the faculty seem to appreciate the help that is available to cut red tape, identify the best procedures, and generally negate the need to become immersed in the trivia of fiscal administration. Rather than being a form of administrative control, this arrangement is seen generally as a form of benevolent efficiency. Adjustments are made frequently and easily among the

projects in response to particular needs that were not apparent when the application was prepared. Increases and decreases are a matter of bookkeeping within the program budget and do not require authorization from other offices.

Other Activities. In addition to the editing of the annual report on the Program, there are a wide variety of obligations that range from finding student help to conducting research on the program. Included in this range are numerous conversations with faculty about preliminary ideas for projects, reactions to initial drafts of applications, and suggestions about grantsmanship techniques for the final drafts. Letters of approval and rejection must be prepared, distributed, and occasionally explained. One project that was carried out in Northern Thailand required extensive arrangements for transferring currency, insurance, shipment of materials, rental of equipment, transportation, film processing and editing, as well as the translation of receipts from Thai to English. Though this was an atypical example, it is illustrative of the various activities that occur.

PARTICIPANTS

A total of 449 individual members of the faculty have been involved in one or more projects since 1972 to produce an overall count of 846 participants. Although the majority of the participants (57 percent) have been involved in one project only, 20 percent have worked on two, 13 percent have contributed to three, and 10 percent have been participants on four to seven projects.

Twenty-three percent of the 846 participants held the rank of professor at the time of the grant, 31 percent were associate professors, 40 percent were assistant professors, and six percent held the rank of instructor, lecturer or had a non-academic appointment. The majority of the participants (54 percent) had been granted tenure, and 36 percent were in appointments that could lead to tenure at a later date. Only 10 percent of the participants were temporary employees despite the fact that between one-fourth and one-third of the teaching faculty held such appointments during this period. This disparity will be discussed briefly in the comments devoted to the evaluation of the program.

Only 11 percent of the 846 persons could be considered senior faculty, that is, those persons whose date of employment at Illinois State was prior to 1960. The majority (57 percent) had been hired between 1961 and 1970, with the balance (33 percent) having a hiring date following 1971--relative newcomers. The median date of employment was 1969.

Collegiate affiliation of all participants was distributed as follows: Applied Science and Technology, 18 percent; Arts and Sciences, 52 percent; Business, 7 percent; Education, 14 percent; and Fine Arts, 9 percent. The most frequently represented departments were: Curriculum and Instruction (n=85), Sociology, Anthropology, and Social Work (56), English (49), Psychology (45), History (39), Information Sciences (38), Mathematics (38), Political Science (36), and Agriculture (36). From these data, it would appear that the statistically typical participant in the

Instructional Development Program since 1972 has been an assistant or associate professor with tenure who was employed in the College of Arts and Sciences about ten years ago and has been involved in one or maybe two projects to improve instruction. In a sense, this typical participant seems to be a humanist or social scientist approximately in the middle of their professional career--a period that most of the literature suggests is an important time for faculty renewal. It should be obvious that this average person does not represent any single person or is the "ideal" participant; for example, two of the faculty who have been involved in seven projects have been at Illinois State since 1963 and are full professors with tenure. The third person who has worked on seven projects is an assistant professor in the Department of Corrections since 1976. Clearly, these three were not like the typical participant. Similar discrepancies could be noted for the other participants. It should be emphasized again that such summary statements describe only those persons who received grants for support of their efforts--not those who applied but did not receive support or those persons who for whatever reason have not sought assistance to improve instruction through the Instructional Development Program. The participants are a unique sample of faculty at Illinois State despite their affiliation in every academic division of the University.

PROJECTS

Five-hundred sixty projects to improve instruction have been completed; however, final reports are required only for the Regular, Summer, and College grants--approximately 370. The data reported in this section were abstracted from each of these reports. Each report was examined to obtain data on each of the following characteristics that are described in more detail below:

--Target audience
--Discipline or content area
--General purpose
--Procedure
--Products: Printed materials
--Products: Audio-visual materials
--Products: Instructional modes

Target Audience The target audience is defined as the classification of students the project was intended to affect most directly. Information was provided in 366 projects. Thirty-three percent of the projects identified the freshman or sophomore undergraduates as the audience of interest and 28 percent were said to be devoted to junior or senior students. In addition, 17 percent of the projects were designed to modify instruction for majors. Thus it would appear that more than three-fourths of the projects were concerned with the improvement of undergraduate instruction. Only four percent (17 projects) specified master's or doctoral students as the target audience, although it is conceivable that some of the 68 projects (17 percent) in which the target audience was not identified may be applicable to graduate programs.

The greatest contributions to the undergraduate emphasis were provided by the Departments of English (5 percent of the projects), Mathematics, (5 percent), Sociology, Anthropology, and Social Work (5 percent), Agriculture (5 percent), and Curriculum and Instruction (7 percent). With the exception of the Department of Curriculum and Instruction, where the offerings are primarily at the junior and senior levels, the majority of the projects were concerned with the improvement of freshman and sophomore courses.

Discipline or Content Area. A taxonomy of conventional academic subdivisions of knowledge and training prepared by the National Center for Educational Statistics (Huff and Chandler, 1970) was used to classify the discipline or content area of each project. Accounting, biomedical communication, cafeteria management, and zoology are examples of the more than 400 classifications. One-hundred six of these disciplines were represented in 368 projects at Illinois State; however, the majority of work was concentrated in relatively few areas--approximately 25. Twenty percent of the projects represented cooperative ventures among two or more departments; 27 percent of all participants were engaged in such interdisciplinary efforts.

General Purpose. Of the 343 projects in which the primary emphasis could be identified clearly, 15 percent were devoted to new course design and development, 30 percent were attempts to revise or develop existing courses and programs, and nine percent were concerned with computer assisted instruction. The largest number (46 percent) of the projects was designed to develop instructional materials.

Emphasis on new course development occurred largely during the first year of the program under the auspices of the Educational Innovation and Instructional Innovation Programs. Fourteen of the 50 projects for the design and development of new courses were attempted at this time. Since then, the balance of projects has been distributed rather evenly over the other grant arrangements. No single department has been substantially more active than another in this endeavor. Among the 20 out of 33 departments in the University that have had grants for new courses, the largest number is eight (History), two departments have been involved in five each (Mathematics, and Curriculum and Instruction), and three departments (English, Political Science, and Agriculture) have participated in four efforts. The other 14 departments have contributed to one or two projects each.

The revision of existing courses and programs has produced a greater level of activity primarily because the Review Committee has encouraged such efforts over new course design. During the last few years, proposals for new courses have not been considered unless the course has been approved for offering by all of the committees that control additions or deletions to the curriculum. This intentional bias is based on a concern for the use of resources when the idea has little or no chance for implementation.

In general, the Summer Grants appear to be the time when work on the revision and development of existing courses seems

most appropriate. Between one-third and one-fourth of all Summer grants have been devoted to this purpose. Other than during the 1972-73 period when one-fourth of all the attempts at revision were undertaken, the distribution during each of the Summer programs has remained relatively stable. By contrast, there has been very little effort made to revise existing courses in the Regular Academic Year Grants when monies for commodities, travel, printing, and other forms of support have been available. The leader among the 23 departments that have received grants for this purpose is English (14 projects) followed closely by Curriculum and Instruction (13). History, and the Department of Sociology, Anthropology, and Social Work have had eight grants each. The largest number of grants received by the faculty in the other departments is six, with an average slightly greater than three.

Attempts to develop computer assisted instruction have been limited to 12 of the 31 departments, with the distribution spread rather evenly among the departments and the grant periods. The largest number of projects (seven) was undertaken by the Department of Curriculum and Instruction; the most ambitious and extensive work has been carried out by the faculty in the Department of Economics.

Without question, the greatest number of projects involved the development of instructional materials. In general, these efforts coincided with Regular Academic Year Grants inasmuch as the funds that were provided contribute directly to the production costs. In the last few years when contingent grants for the Summer and Regular programs were encouraged, a substantial number of the summer projects also produced instructional materials. The largest number of projects was conducted by the Department of Sociology, Anthropology, and Social Work, and the Department of Agriculture. The nature of the instructional materials are discussed in more detail below under Products.

Procedure. The processes of instructional development occur in a variety of ways. The most common form that was reported is the direct preparation or creation of the materials. Fifty-three percent of all participants were involved in this form of development. By contrast, only seven percent of the projects were based on the acquisition of existing materials, apparently confirming an axiom in higher education that each course has unique requirements. The reorganization, evaluation, or identification of materials were activities that described the procedures of approximately 30 percent of the projects. The sixth process that occurred with some frequency (7 percent) was the establishment of opportunities, experiences, and services for students.

Products: Printed Materials. Two-hundred thirty-five of the projects included the production of printed materials. The most frequent were the development of study guides and instructions--sometimes identified as learning packages or modules--and the preparation of syllabi, course outlines, objectives, and competencies. Together, these two categories of activity comprise 54 percent of the printed materials generated. The next

most common products (23 percent) were computer programs and readings. The creation of books and monographs, the preparation of case studies, documentaries, and surveys, the compilation of bibilographies and lists of references, the development of illustrations and drawings, and the preparation of manuals and catalogues comprised only one-quarter of the printed materials.

An examination of cross-tabulation between printed materials and general purposes (Table 1) and printed materials and procedures (Table 2) confirms expected relationships but also suggests some results that were not expected. First, the largest percentage of the printed materials that were developed was devoted to the generation of new instructional materials without apparent regard to revisions of the courses. Such efforts were distributed among all forms of printed materials, except the development of computer programs, with a concentration in the creation of learning packages and modules. The emphasis on learning packages and modules is related to a greater concern for individualizing instruction. Another obvious relationship exists between the development of computer programs for computer assisted instruction. And the third relationship that could be expected was the number of syllabi and course outlines that were created for the new and revised courses. In a similar fashion, the number of printed materials that were prepared by the faculty was not surprising.

By contrast, the range of materials that were designed to be used in the revision of courses is a minor surprise. It seems that a variety of printed materials were seen as appropriate to this purpose exceeding substantially the effort devoted to new courses. On the surface, it seems that innovation may be more likely in existing courses where there is some record of achievement whereas the development of new courses follows a more traditional route beginning with a syllabus, readings and bibilographies. It was also mildly suprising that so few forms of printed materials were investigated for possible adoption, evaluated for effectiveness, or purchased. Despite the number of programs for instructional development throughout higher education, there seems to be little interest in the exchange of printed materials with the faculty from other institutions. This observation is less true for the development of computer programs for computer assisted instruction, where information about programs is exchanged more easily and systematically. Matters of documentation, verification, and exchange are well established among computer users. Perhaps, similar principles are needed for the more effective exchange of other printed materials.

Products: Audio Visual Materials. One-hundred fifty or almost one-fourth of the projects were devoted to the development of audio visual materials. Just over one-third of these materials were video tapes and slightly more than 25 percent were divided almost equally between audio cassettes or tapes and slide collections. Multi-media packages, slide-tape presentations, and films accounted for more than another quarter of the materials, with the balance distributed among filmstrips, games and simulations, and transparencies.

Table 1. Number of Projects: Printed Materials and General Purposes

Printed Materials	General Purposes: New Course Design and Development	Course Revision and Program Development	Computer Assisted Instruction	Instructional Material Development	Totals
Bibliographies, References	4	5	2	7	18
Books, Monographs	1			3	4
Case Studies, Documentaries, Surveys		3	2	6	11
Computer Programs		2	25		27
Illustrations, Drawings	1			6	7
Manuals, Catalogues				14	14
Readings	6	6		17	29
Study Guides (Learning Packages and Modules)	1	15	1	41	58
Syllabi, Course Outlines	21	41		5	67
Totals	34	72	30	99	235

Table 2. Number of Projects: Printed Materials and Procedures

Printed Materials	Procedures: Purchase	Evaluation, Review	Identify Investigate	Prepare	Reorganize	Make Available	Totals
Bibliographies, References		3	6	7	1	1	18
Books, Monographs				4			4
Case Studies, Documentaries, Surveys	3	1	1	4		2	11
Computer Programs	4	4	1	15		3	27
Illustrations, Drawings	3			4			7
Manuals Catalogues			1	13			14
Readings	5			21	2	1	
Study Guides (Learning Packages and Modules)	1	2	1	47	7		58
Syllabi, Course Outlines		8	13	30	14	2	67
Totals	16	18	23	145	24	9	235

The cross-tabulations between audio visual materials and general purposes (Table 3) are similar to the counterpart for printed materials. The largest numbers of both forms of material appear to be independent of major alterations in courses or programs; instead, they seem to be supplementary. And, the introduction of audio visual materials in the revision of existing courses is almost twice as great as it is for the development of new courses. The relative dearth of audio visual materials for computer assisted instruction was not surprising; however, it does suggest an area where a greater use of other forms of instructional media might be considered seriously. A project directed by Dr. Gary Fish in 1972 to use instructional television in the teaching of business systems analysis is an example of this possible combination:

> "A set of video tapes that focused on the training of systems analysts in industry was acquired from Advanced Systems, Inc. The tapes were broadcast over the cable television system into the classroom and replaced twelve traditional lectures. This approach permitted the class size to be doubled from twenty-two to forty-five with no detectable deterioration in educational quality or decrease in student acceptance."

The table of cross-tabulations for audio visual materials and procedures (Table 4) is different in several ways from the cross-tabulations for printed materials. Although a similar emphasis is placed on the preparation of materials locally, there is a greater relative interest in purchasing audio visual materials than for printed materials. On the other hand, there was less interest in the evaluation or investigation of audio visual materials. Efforts to reorganize materials were approximately the same regardless of the form.

Products: Instructional Modes. Almost 60 percent of all projects (315) involved some attempt to change the forms or modes of teaching. As expected, the greatest number of attempts were devoted to improvements in the use of media; however, almost one-fifth of these projects were concerned with the improvement of the most traditional form of instruction in higher education, namely, the lecture. Slightly more than 10 percent were concerned with computer assisted instruction. The balance of the attempts to modify instruction were distributed almost equally among improvements in demonstrations and simulations, discussion techniques, independent study modes, internships, laboratory procedures, tutorial methods, and team teaching arrangements. From another perspective as presented in the cross-tabulations (Table 5), the major emphasis in such efforts was on the creation of instructional materials, but a sizeable percent of the projects also were concerned with the design of new courses and the revision of existing courses. In this sense, it would appear that the goals of the Program to affect changes in the nature of instruction have been realized in a substantial number of the projects.

Obviously, not all projects represent major changes or have had dramatic effects on the curriculum. Some would be barely

Table 3. Number of Projects: Audio Visual Materials and General Purposes

Audio Visual Materials	General Purposes: New Course Design and Development	Course Revision and Program Development	Computer Assisted Instruction	Instructional Material Development	Totals
Audio Cassettes and Tapes	3	2		16	21
Films	2	3		7	12
Filmstrips and Filmloops				2	2
Games and Simulations		1	1	4	6
Multi-media Packages	3	2		12	17
Slides and Slide Collections	2	3		15	20
Slide-tape Presentations	3	1	1	9	14
Transparencies		4		3	7
Videotapes	3	12	2	34	51
Totals	16	28	4	102	150

Table 4. Number of Projects: Audio Visual Materials and Procedures

Audio Visual Materials	Procedures: Purchase	Evaluation, Review	Identify Investigate	Prepare	Reorganize	Make Available	Totals
Audio Cassettes and Tapes	6	1		13	1		21
Films	1			9	2		12
Filmstrips and Filmloops	2						2
Games and Simulations	1			5			6
Multi-media Packages	2			13	2		17
Slides and Slide Collections	3			14	3		20
Slide-tape Presentations	1			11	1	1	14
Transparencies	1		1	2	3		7
Videotapes	3	4	3	38	2	1	51
Totals	20	5	4	105	14	2	150

Table 5. Number of Projects: Instructional Modes and General Purposes

Instructional Modes	General Purposes: New Course Design and Development	Course Revision and Program Development	Computer Assisted Instruction	Instructional Material Development	Totals
Computer Assisted	1	2	32	1	36
Demonstrations and Simulations	1	1		17	19
Discussion	5	10		4	19
Independent Study	4	5		9	18
Internships	9	9		1	19
Laboratory	1			13	14
Lecture	16	22		20	58
Mediated	4	14		77	95
Tutorial	1	11		7	19
Team	6	12			18
Totals	48	86	32	149	315

noticeable to anyone but the participants. On the other hand, several projects have achieved results locally and nationally far beyond anything that could have been predicted at the outset. These are presented here at some length to illustrate the kind of change in instruction that can occur when resources are made available to creative and dedicated faculty.

The Department of Physics is one of the smaller departments at Illinois State with few majors and approximately a dozen professors whose major responsibility has been to offer a variety of general education courses and service courses needed in other majors. The enrollment in these courses increased dramatically in the late 60s and early 70s making heavy demands on staff time and laboratory facilities. By contrast, the enrollment in upper level courses designed primarily for majors frequently was below an optimum number. The result of this enrollment difference was an attenuation of the number and type of courses offered majors each semester. If continued, this condition had serious immediate and long-range implications for both the students and the Department.

To remedy this situation, the Department under the leadership of Drs. Charles Frahm, Kenneth Jesse, and Robert Young designed a plan

> "...for more efficient use of resources in upper division courses in order to increase options available to majors while retaining quality. It was decided to restructure the Physics program around self-paced upper level study packages. The objectives contained in this reworking were:
>
> 1. To restructure the Undergraduate Physics Program around individualized upper level materials.
> 2. To produce these individualized materials for upper level classes of traditionally low enrollment.
> 3. To identify interdisciplinary or career options which the Physics Department can and should offer.
> 4. To prepare individualized materials for these options.
> 5. To establish cooperation with industries to develop Physics externships for undergraduate Physics majors."

With the assistance of a grant under the Educational Innovation Program in 1972, a continuation grant in 1973, and several Regular Academic Year and Summer grants in successive years, the following courses have been adapted to the Personalized System of Instruction format, an adaptation of the Keller Method: Astrophysics, Advanced Mechanics, Advanced Electricity and Magnetism, Atomic Physics, Methods of Mathematical Physics, Molecular and Solid State Physics, Physics and Computers, and Relativity.

The project has received national attention, suggesting the problem of teaching upper level physics courses to a small number of students is common to many similar universities and colleges. Several papers have been accepted for presentation by the partic-

ipants at national conferences, details of the project have been published and cited by others in a number of articles, and Illinois State was selected as the site for a conference on Personalized System of Instruction approaches in physics that attracted persons from many parts of the United States. At the local level, the courses developed in this grant and the Personalized System of Instruction are the central components of a proposed master's degree program in Applied Physics. More importantly, the number of majors in physics has increased by 60 percent--from 56 in 1974 to 90 in 1978.

A completely different approach that has produced national recognition but has had very little impact locally has been the work of Dr. Paul Baker (see box). Over the last decade, Dr. Baker has attempted to translate the concepts and content of traditional undergraduate courses in sociology from the esoteric to the vernacular. Recently, his efforts were cited by Change Magazine (1977) as an example of excellence in teaching. He has been active in the American Sociology Association's attempts to improve undergraduate teaching through presentations at workshops, lectures, consulting, and visits to many other universities. He currently is completing the first year of a project supported by a grant from the Fund to Improve Postsecondary Education wherein he is working with the faculty and students at the University of Illinois.

RESOURCE CENTER FOR SOCIAL PROBLEMS COURSE

"Purpose/Problem: It is often assumed in Social Problems courses that careful reading and memorization of comprehensive textbooks will facilitate a general understanding of social behavior or societal events. This assumption was considered to be problematic. One possible consequence of textbook-oriented pedagogy is the trained incapacity of most students to have critical knowledge of the vast array of journalistic sources available at many corner newsstands and any public library. Yet, it is precisely these latter sources and not comprehensive textbooks that will be available after graduation. Colleges need to be more deliberate in their efforts to facilitate the students' literacy skills in the world of print-journalism.

"Activities: A systematic collection of journalistic and sociological resources was created to be used in a Social Problems course. These materials were drawn from a wide range of journalistic sources-daily newspapers, Time magazine, Reader's Digest, Ebony, Harpers. The sociological sources include the American Journal of Sociology, American Sociological Review, and Journal of

Social Problems. The materials were organized around six basic social issues: social inequality, race relations, changing sex roles, urban affairs, crime and delinquency, and population/pollution. The following analytical scheme was used to identify types of social knowledge found in journalism: (1) stories of private affairs and public issues with an emphasis on unique idiographic events, (2) interpretive analysis of private affairs and public issues with an emphasis on recurring or nomothetic events. Sociological sources were identified by levels of analysis, i.e., micro and macro and types of explanations as social-psychological or social structural.

"Outcomes: Numerous articles and clippings were xeroxed and filed for students' use in the 1976 fall semester. Some resources will be used to diagnose students' ability to read various types of journalism and sociology. Other resources will demonstrate various types of social knowledge regarding the above mentioned social issues and finally, some resources will be used to evaluate the students' ability to critically analyze several types of journalism. Through the services of the Reading-Studies Skill Center and the Writing Center, all students will be independently evaluated and assisted with their reading and writing skills. The students' reading and writing abilities will be diagnosed at the beginning of the semester, and improvement of these literary skills will be stressed throughout the semester."

The third project to be presented here has been selected to illustrate the potential rather than the actual impact of new instructional formats. From the beginning of the Instructional Development Program in 1972, one of the objectives has been to stimulate more interdisciplinary efforts. With the singular exception of a course entitled Humanities I and II that involves the teaching of faculty from history, literature, art, and music in a very successful team effort over the last ten years, the record of attempts to initiate and sustain other interdisciplinary approaches has been less than exemplary. Scheduling, enrollment, student acceptance and satisfaction, content integration, departmental priorities, and disciplinary imperatives are some of the issues that seem to vitiate all but the most dedicated efforts. It was not until 1976, when Drs. Richard Dammers and Earl Reitan conceived an amazingly simple model of team teaching, that such obstacles no longer posed any threat to truly interdisciplinary efforts. Since then, only a small number of other faculty have attempted to use this model; however, it seems

reasonable to expect an increasing level of interest. Although additional refinements have been made, the model is presented here as it was reported in 1977 (see box).

TEAM-TEACHING THE LITERATURE AND HISTORY OF EIGHTEENTH-CENTURY ENGLAND

"Purpose/Problem: Team-taught interdisciplinary courses may have a significant value for both students and faculty. Students may gain a knowledge with broad scope and clearly defined relationships from interdisciplinary courses; the faculty may gain enrichment through the team-teaching experience, by learning from each other and by observing various teaching methods. To accomplish this, there is a need for a model of simple design requiring no additional University funds and no additional faculty time which would offer the benefits suggested above. The model developed in this project was designed to respond to these benefits and needs.

"Activities: The literature and history of eighteenth century England were the subjects of this effort. The literature and history of this period are deeply interrelated, thus presenting an ideal topic for interdisicplinary study. Since no syllabus existed for such a course, a syllabus for a team-taught core for History 361 and English 216 was developed using the model noted above as the structure.

"The schedule called for meetings during a one-month period between the participants to develop a model for team-taught courses and to prepare a syllabus for two team-taught courses, ENG 216 and HIS 361. Many of the hours at the beginning of the project were spent defining a model and its operation; the results are listed below. The remainder of the time during this period was spent preparing a syllabus, which included two major activities. The first involved decisions on interrelating material from each discipline, scheduling compatible tests at appropriate times, and developing the body of information to be taught during each class. The second involved a considerable amount of reading outside each member's specialization. The preparation, then, included a model, a syllabus, and considerable reading and study.

"Results: The model developed offers a simple format, no additional costs, no additional faculty

time, a valuable learning experience for students, and adaptability to a variety of disciplines. The model operates in the following manner: after two faculty members identify two courses, interdepartmental and possibly intercollege, which have content somehow interrelated and meaningful to each other, they request permission from the chairperson from each department involved and from the Director of Scheduling to offer these two courses at the same hour in adjacent classrooms, with one room larger than the other. Then the two faculty members identify areas of both courses which could be taught together, in team fashion. They may range from twenty-five to seventy-five percent of total class time. For this class time both classes meet together in the larger room with both faculty teaching together. This requires team teaching, not turn teaching. During the remainder of the class time which is not to be team taught, each class meets separately with its own instructor. Each instructor is responsible for evaluation separately so that students are not confused by unclear responsibilities."

SUMMARY OBSERVATIONS

Clearly, the Instructional Development Program at Illinois State University has an impressive record of achievement as suggested above. Not only does it represent an extraordinary commitment of financial support for the improvement of instruction by an administration, but the thousands and thousands of hours of energy provided by the faculty is truly outstanding. The sheer number of projects completed since 1972 is eloquent testimony to this dedication. And, yet, there are certain areas in which there is ample room for improvement.

First, there is a general reluctance throughout the University to reward faculty for their efforts to improve instruction under the auspices of the Instructional Development Program. The data from an investigation of the possible relationships between such efforts and the formal reward system (Jabker and Halinski, 1978) demonstrate clearly that decisions about salary increments, promotions, or tenure were not contingent on efforts to improve instruction. Instead, such decisions were based largely on the quantity and quality of scholarly productivity--the ever present publish or perish syndrome. The net effect of this form of "institutional schizophrenia" has been a significant reduction in the number of applications for Regular Academic Year grants where the costs of participation are substantially greater than the benefits. Conceivably, only the most intrinsically motivated faculty may continue to be interested in these larger grants that have the potential for significant changes in the form and content of instruction. In the absence of a revision of the reward system, it may be necessary to devise

techniques to reduce the discrepancy between the costs and the benefits if major efforts to improve instruction are to be fostered in the future.

A second area of concern in which there is a need for change can be termed the conceptual stages of development. Very few proposals provide a rationale for the project that extends much beyond the personal experiences of the applicant. While this form of "dust bowl empiricism" lends itself nicely to the solution of immediate problems or responds to particular concerns, the strategy does not provide the basis for generalizations beyond the boundaries of the project. One result is the absence of a large number of projects that have any apparent ties with each other negating the possibility of a cumulative effect.

A second result seems to be the absence of any measurable impact on the way that the participants think about teaching after they have completed work on the project. Data supporting this conclusion were collected in a study of the indirect effects of teacher improvement programs also conducted by Jabker and Halinski (1979). Anecdotal information that such changes occur was not confirmed in a systematic study of the possibility, thus raising questions about the allocation and use of faculty time in the projects. Whereas the majority of the projects reported here required the faculty to be involved in all phases of design, production, implementation, and evaluation, it would seem that a greater percent of the time should be devoted to design and evaluation--those phases that are more likely to stimulate reflective thinking about what is going on in the classroom. Production and implementation could be assigned to others trained to do this work better than most faculty.

Along these same lines, it seems reasonable to support research on instruction as an important component of instructional development. The results of research could be used as the stimulus or the validation of efforts to improve instruction, but, more importantly, the nature of acceptable research designs would improve the chances that the conceptualization would be better. It would also improve the possibility that the results would apply in other situations.

A third area of concern in which data have been collected by Jabker and Halinski (1978) clearly indicates that temporary faculty do not participate in the University's efforts to improve instruction. These so-called "invisible faculty" represent a sizable proportion of the total number of persons teaching at Illinois State--between one-fourth and one-third--but few have applied for project grants. This observation is not intended to criticize either the institution or the temporary faculty; instead, it is to bring attention to the fact that students in a large percent of the classes do not receive any benefits from the instructional development program. This group of transient faculty as well as those who are new to campus and may not stay for more than a few years are persons who may deserve special attention. The problem is complex, but it is sufficiently important that it deserves more attention than has been given to it so far.

Finally, an area of concern for which no data are available is represented by what may be called the future of the instruc-

tional development effort. There is some indication that interest in significant attempts to improve instruction is not as popular in 1979 as it was in 1972. Whether or not such enthusiasm can be rekindled is a question of more than passing importance. Interest in the small grants of $200 or less is still quite high, but the number of applications for the larger unrestricted grants has dropped precipitously. And these are the grants that can be used most effectively for major efforts to improve the quality of instruction, whereas the smaller grants are largely for the elimination of boredom or to resolve a minor issue. This concern must be addressed vigorously and seriously at Illinois State and other universities with similar programs if the progress over the last decade is not to be squandered.

Chapter 3

THE PROFESSIONAL DEVELOPMENT CENTER

Elmer E. Van Egmond

In recent years, a rapid increase has occurred in the incidence of people changing careers after pursuing a given line of endeavor for several years, and, a greater degree of acceptance for mid-career change has developed. In previous generations, the American culture tended to expect a high degree of stability and continuity in work life; however, in the post World War II period, rapid changes have occurred in technology, consumer preferences, and the state of the national economy. These and other related factors helped accelerate the rate of obsolescence for certain skills, create demand for other sets of skills, and generate the need to invent new work roles. It is now commonly stated that one should expect an average of five to seven career changes in a lifetime, and today's college students should prepare for careers that have not yet been invented.

It is frequently assumed that career change involves moving into an entirely different area of endeavor. There are occasional reports in the newspapers and Sunday supplements about the successful, hard-driving businessman who decides to "chuck it all" and move to the country to dip candles. This type of dropout story makes good copy, but is not representative of the majority of career changes that actually occur. It is much more likely that a career change will involve moving to a position related to a former area of work. For example, a common career change for persons in education is a move from classroom teaching to an administrative position or a research post.

When a change of career is being considered, it may be important to provide counseling and other services to help persons assess and clarify their options. Such assistance is especially critical when a loss of position occurs. The loss may be due to physical disability or other factors outside the control of the individual. In higher education, losing a job because of nonrenewal of temporary contracts and decisions not to grant tenure are becoming more frequent. The loss of one's job, for whatever reason, frequently is a very traumatic experience for most people; perhaps this is because work is so central to a definition of who and what one is in this culture.

Reactions to the loss of a job tend to include common characteristics that may or may not occur in the same sequence. The initial reaction to the news of a job loss is very likely to be disbelief and shock. When the realization sinks home that this is really happening, emotional reactions of anger, loneliness, and depression occur. Physical reactions may develop such as trouble with sleeping, digestive problems, and aches and pains that have no apparent cause. A sense of panic can well up as certain implications of the loss of one's job are realized. The individual is not sure he or she can go on, face their

friends and colleagues, or tell the family. This reaction is so strong that some persons continue to leave their homes and return on the same schedule as though working. A strong sense of guilt often develops with a series of Monday morning quarterbacking speculations--"if I had only done this" or "not done that." Another tendency is to project blame for the unfortunate turn of events onto others: the system, the conservatives, or the liberals, the power bloc, the administration, or anyone but oneself.

In situations where unsatisfactory performance is a serious concern, administrators may engage in a process of "dehiring" rather than dismissal. As defined by Lawrence Steinmetz (1969), dehiring in higher education is an attempt to encourage the person to quit and move to another institution. It is a gradual process of reducing compensation by awarding minimal salary increases and eliminating common perquisites such as the assignment of graduate assistants, travel funds, and secretarial and other support services. The problem with this approach is that the person may not get the message or, worse, the person may want to leave but be unable to secure another position. The dehiring process has the effect of creating a downward spiral of lowered productivity and morale that frequently results in an unspoken agreement between the chairperson and the low performer to coexist in mutual dissatisfaction and misery. This approach to the problem of inadequate performance avoids diagnosis, confronting and dealing with the problem, and essentially blocks any attempt to help. In such cases, a severe shock reaction tends to occur when the person finally realizes what is happening.

Often the change from one career to another is motivated by a complex combination of forces and events that are not under the control of the individual as they derive from persons, conditions, or events that are external. In the field of education, for example, the shortage of appropriate teaching positions in public schools as well as in higher education virtually makes the loss of a job synonymous with the loss of a career. Another set of conditions that affect career change develop more directly from the person. Examples of such internal forces include the strength of satisfaction or dissatisfaction with one's work; orientation toward risk taking; personal ambition or need for money, status, and power; relative importance of security or maintaining the status quo as compared with seeking adventure and new experiences. A new element has recently become important in the decision process where career change involves moving to a new location. In the past few years, the value of housing has accelerated rapidly and the cost of acquiring a new home with a new mortgage may serve as a deterrent to relocation.

Although the pool of available information concerning career change is growing, there are considerable gaps in the knowledge about what makes a successful career change happen and what causes other change attempts to fail. Some generalizations have emerged, however, from case histories, evaluations of career change programs, and research.

Chances for a successful change are improved when the new career is consistent with the person's pattern of values, interests, and preferences. Career change also requires a willingness to take some risks, to accept some disappointments, and

to be able to bounce back and keep trying. It is very important for a person considering a career change to have realistic expectations about the amount of time and energy required. Searching for a new position is hard work. Searching for a position in a new field is much harder. A reasonable estimate of the time required to complete the change to a new career is from six to eighteen months. The odds for success are substantially increased as a consequence of undertaking a program of careful and thorough preparation. This should enable the individual to understand a good bit about the nature of the new career and begin developing a network of contacts in the selected career field. It also includes developing clear knowledge about what one has to offer to a new career position.

As the incidence of career change has become more frequent, social acceptance also has increased. With rapid changes in the need for certain areas of competence and skill, a growing awareness has developed of the need to accept the notion of mid-career change and provide assistance for those persons who need or want to make this transition.

There are strong indications that successful career change is most likely to occur when a comprehensive program of counseling, career information, and strategy planning services are provided as a total program to support the person in the change. Chances for a successful change are also improved when the new career area is in a related field and is reasonably consistent with interests, values, and preference of the individual. The Professional Development Center was established at Illinois State University in 1976 to provide such a program for faculty who need or want to change careers.

During the past four years of work, activities of the Professional Development Center have been guided by five general goals:

1. To establish a Center that provides services and support for faculty members in professional development.
2. To provide programs that help faculty members prepare for new or different professional responsibilities.
3. To develop procedures that support effective use of existing resources.
4. To generate and disseminate knowledge about faculty development.
5. To develop a Center that can serve as a model for other institutions.

Although these goals have guided the main direction of the program, the specific objectives have changed from year to year. At the outset, objectives related to the establishment of the Center were predominant; later, concerns about effectiveness were more salient. Attention was devoted in the beginning to establishing areas of program activity, developing policies and procedures to guide the work of the Center, acquainting all relevant segments of the University commurity with the presence and programs of the Center, and beginning to implement program objectives. During this phase, meetings were held with the college deans, department chairpersons, and groups of faculty members to describe the functions of the Center. In addition, information was made available to all members of the University community through a variety of

media. An advisory committee composed of faculty, students, and administrators provided help in launching the Center and developing policies. Early in the history of the Center, attention also was given to the professional development needs of the Director. It was necessary to acquire a better understanding of the process of mid-career change, to appreciate the future impact of demographic factors on enrollment, to develop a network of persons involved in programs with a relevant focus, and to become acquainted with the peculiarities of a new institutional environment. Once these "start-up" activities were completed, the programs of the Center were ready to begin. The balance of this chapter is devoted to a description of each major activity.

EDUCATIONAL LEAVE PROGRAM

The Educational Leave Program at Illinois State is a unique institutional innovation in the field of higher education. It is designed to provide assistance to faculty members whose future careers are adversely affected by declining enrollments in their disciplines. The program enables a faculty member to prepare for needed professional service in the University, or if the individual so desires, outside the academic community. From the perspective of the department, the educational leave program provides an avenue for the reallocation of human resources from overstaffed program areas to those areas needing assistance. With budgeting restrictions severely limiting or eliminating new staff lines, any new program development must be staffed with existing personnel. A faculty member may develop a new area of instructional competence that will provide the needed resource to staff such areas.

The basic criteria for obtaining an educational leave are that the faculty member wishes to develop a new area of professional competence that will permit shifting part or all of the teaching load from areas of declining enrollment to those of increasing demand, and that these plans are consistent with personal career goals. The application process may be initiated by a faculty member or a chairperson. Most often an initial inquiry by phone results in a conference to explore possibilities and clarify the provisions of the leave program. A formal application is required and forms a basis for discussions with the department chairperson and college dean. (A copy of the statement of policy and procedures and an application form are provided in the Appendix.) The conferences with the chairperson and dean help assure the recognition of departmental and college priorities and verify plans to use the newly developed skills of the faculty member. Educational Leaves may be awarded to any member of the faculty; however, applications from faculty members on tenure are given priority. Following this series of conferences with the faculty member, the formal approval process requires that the application receives the recommendation of the Director of the Professional Development Center and approval by the department chairperson, the college dean, the Associate Provost and Dean of Undergraduate Instruction, the Provost, and the Board of Regents.

The Educational Leave provides salary support that enables the department to release the faculty member and employ a replacement. As the leave provides only salary, other sources of support are frequently obtained to provide assistance for travel, tuition, fees, and incidental costs. Frequently, support for an educational leave involves coordination with grants from the Instructional Development Program, departmental and college budgets, sabbatical plans, as well as negotiations with a host institution. An educational leave may be approved for either full-time or part-time during the academic year, a summer session, or a portion of a summer session. The principal determinants are the program that the faculty member wishes to undertake and an agreement on the period of time necessary to accomplish the objectives.

The Educational Leave Program has several components that distinguish it from the University's Sabbatical Leave Program. A critical difference is in the program goals. Educational leaves emphasize professional development for career change; sabbatical leaves emphasize development and renewal through research, publication, and travel. The salary support provided by the educational leave enables the department to hire a replacement during the faculty member's absence. Also, departmental staffing needs and program plans weigh heavily in the application and approval process. By contrast, the department is expected usually to absorb the work load of a member on a sabbatical leave and the expectation of benefits accruing to the department and the institution are quite general. The educational leave is available to all faculty members and, depending on the complexity of the faculty member's plan, can require as little as 60 days between application and approval. The sabbatical is only available to faculty members on tenure, and requires five or six months for the application to receive approval. This effectively means that a minimum of a full academic year is required between submitting an application and beginning a sabbatical leave. Educational leaves may be obtained for full or part time training plans and are available for summer as well as regular semester periods. This degree of flexibility is not provided in the Sabbatical Leave Program. The faculty member receiving a sabbatical leave is expected to return to the University whereas an educational leave may be used to provide training for a faculty member who wishes to leave the University or the field of higher education. The Educational Leave and Sabbatical Leave Programs serve very different purposes and needs of the faculty members and the University. As a result, the requirements, processes and outcomes are different and contribute to the professional development of the faculty in unique and different ways.

Although the Professional Development Center began operations March 1, 1976, the Educational Leave Program was not fully implemented until January 1, 1977. A total of 26 leaves have been granted since the program was inaugurated, including one educational leave provided during the 1976 summer session. Faculty members receiving educational leaves have represented 12 academic departments in the Colleges of Arts and Sciences, Applied Science and Technology, Education, and Fine Arts. The College of Business has not been represented. Nine applications

for educational leaves have not been approved for funding; four of these requests were for summer programs, and five were for work during the academic year. These requests presented worthwhile individual developmental plans, but were not clearly oriented to immediate change in teaching assignment or departmental needs.

For individual faculty members, the educational leave provides a professionally invigorating and renewing experience. For one faculty member, a semester of work at another university provided preparation for teaching after being away from the classroom for a period of several years in an administrative assignment . The opportunity for study enabled the faculty member to acquire current knowledge of the discipline, and to observe and participate in the classroom instructional approaches of several university professors.

In the Department of English, a member of the faculty whose previous teaching assignment was in literature developed an ability in linguistics and the teaching of English as a second language. Through a carefully developed plan including course work, independent study, an internship experience, and consultation, this person now provides the department with course offerings that were not available previously (see box). A new program in Teaching English to Speakers of Other Languages has enabled the University to bring more foreign students to the department. The department and college have benefited further from the new abilities as applied in the bilingual testing program and the testing program for new foreign students.

CASE STUDY OF AN EDUCATIONAL LEAVE

Quite some time before student interests began shifting from English to other disciplines and departmental majors started to decline, faculty members teaching courses in literature and writing would hardly be concerned about excess staff competence in their particular area. Declining enrollments could not be a pleasant thing to contemplate. The effects of recent trends, however, were quite clear. Although enrollment in the University remained stable, the number of students taking courses in the Department of English had declined considerably, and the number of majors had slipped even more rapidly. Coupled with the demographic predictions of reduced freshman enrollment in the next few years, the prospects for traditional English programs were not very encouraging.

The general trends of University enrollment, birthrate decline, and shifting student enrollment patterns have limited personal impact until an individual faculty member is either affected directly by these factors or becomes personally engaged in dealing with the implications of the data. In this particular instance, the individual concerned did not have a terminal degree, had been a member of the Department of

English since 1963, and held rank as an assistant professor with tenure. As fewer students were signing up for literature courses, it became evident that an overstaffing situation was developing.

With these facts in hand, the chairperson and the faculty member held some conversations about the individual's future in relation to the needs of the department. Since University budget restrictions often mean that new programs are staffed from existing positions, the initiation of programs in new areas means that some members of the department must be re-educated to meet these developing needs.

Shortly after the Professional Development Center became a reality in 1976, the Chairperson of the English department contacted the Center to explore the value of the Center's program in meeting faculty training needs. A meeting of the Chairperson, faculty member, and the Director was held to consider departmental plans and staffing requirements, the interest and needs of the faculty member, and to clarify the role and procedures of the Educational Leave Program. A series of conversations followed between the faculty member and the Director in which plans for future career directions were considered along with a program of preparation to develop competence in linguistics and teaching English as a second language. The resulting Educational Leave Plan specified a series of courses, independent study, and consultations that would meet several objectives: (a) develop additional background and competence in linguistics, (b) prepare for assignments in a proposed bilingual education program, (c) provide competence for a proposed program in teaching English to students who speak other languages, and (d) reactivate a doctoral studies program and complete basic course requirements for the degree.

Although the Educational Leave Program of the Professional Development Center was not scheduled to begin until January, 1977, the urgency of this particular situation and the amount of planning that had been completed provided the impetus to obtain a budget allocation and approval for work to begin during the summer of 1976. Since this initial period of support, the Professional Development Center has provided salary support for additional study during summer periods in 1977, 1978, and 1979.

At this time, what benefit has accrued to the faculty member, the department, and the University? Following the first summer of Educational Leave, the faculty member taught one section of a course specifically offered for students who were seeking to improve their skills in English as a second language and a course in traditional and non-traditional grammar. A further application of the skills developed during the summer program was reflected in helping to establish

and conduct a language testing program for students who are speakers of other languages.

The immediate returns from the summer work was a sense of renewal and gratification for the faculty member, the provision of welcome and needed instructional resources, and a measure of relief from the teaching staff in literature. The continuation of the planned program of study has enabled the faculty member to meet requirements for a graduate certificate in Teaching English as a Second Language and to complete the course and residency requirements for the doctorate. The Department has been able to offer new courses in grammar and English for students who speak other languages. The Department of English and the College of Arts and Sciences have benefited from the skills and knowledge applied in the bilingual testing program and in a testing program for new foreign students coming to Illinois State. The provision of this additional competency on the departmental faculty provided essential support for a new undergraduate minor in Teaching English to Speakers of Other Languages. The University has also benefited in enabling the International Studies Office to arrange programs for students from foreign countries to study on the Illinois State campus with the provision of essential assistance in developing skills in the use of the English language.

This case study provides an indication of how human resources can be reallocated with a rather small investment of money. It does not suggest that problems of large-scale overstaffing or obsolescence can be turned around quickly. On the other hand, it does demonstrate that, with careful planning that takes into consideration the professional interests of the faculty and the changing needs of the department, a renewal and revitalization of the faculty member can occur.

In certain instances, the Educational Leave Program has enabled faculty members to reorient their career when enrollment declines and budetary restraints have resulted in a reduction or elimination of programs and positions. One faculty member who had been devoting a major portion of teaching effort to the University High School program prepared for a shift in teaching assignment through a semester of work at a neighboring state university. A program of formal courses, consultation, and classroom visitation helped prepare this person for a full time assignment in the Department of Foreign Languages.

In a few instances, the Educational Leave Plan was linked to a Sabbatical Leave Plan to provide a full year of study for work in a new field. A faculty member in the Art Department prepared a combined sabbatical and educational leave plan providing for postdoctoral study in art administration and the development of modules and units for teaching. This will enable the faculty member to prepare new courses and contribute to the development

of a program in this field. Another program of work combining educational and sabbatical leaves was devised by a faculty member in the Department of Specialized Educational Development. The plan will enable the creation of new courses for the human-system development sequence in the counselor training program of the department.

Several members of the faculty from different disciplines developed skills relevant to a recently established program in early childhood education. Educational leaves for part-time study enabled faculty members to develop an understanding of the particular needs and learning requirements of younger children. This program focus has included faculty members from the Departments of Theatre (Arts in Education), Mathematics (Mathematics for the Pre-school Child), English (Literature for Pre-school Children), Curriculum and Instruction (Science for Early Childhood Education and Early Childhood Education in Other Countries). By this means, a wide range of knowledge and abilities was generated to provide resources for a particular program. In a similar but less extensive effort, resources have been developed in support of a new program in bilingual education. Two faculty members have completed work to further sharpen needed language skills and to study instructional approaches for this new program.

The range of newly developed abilities is extremely diverse. In addition to the descriptions provided above, the Educational Leave Program has supported initiatives to develop new courses and programs in statistics, history, agricultural safety, basic studies, music, and gerontology. During the past three years of operation, the Educational Leave Program has enabled participating faculty members to reorient their professional careers in a variety of circumstances ranging from new assignments when positions have been eliminated to preparing to contribute a new course or add to a pool of skills needed to staff a new academic program.

SPECIAL PROGRAM SUPPORT

In addition to providing resources for long term programs, the Professional Development Center has also supported short term specialized training needs. The most common type of support has been for tuition or registration fees. In some cases, travel and materials have been provided. Such help supplements support provided from other programs in the University. Approximately $5,500 has been used in this way to provide assistance to more than 30 members of the faculty. In the majority of instances, the short course experience serves to enhance courses by upgrading technical information. In some instances, the experiences have produced the development of a new course or application. Examples are the development of a marine studies field station, new course offerings in horticulture, and the development of computer applications.

INDIVIDUAL CONSULTATION

The Professional Development Center provides opportunities for consultation with faculty who wish to review their present situation and consider career planning options for the future. Quite frequently, the development of plans for an Educational Leave involve an examination of the faculty member's personal and professional career plans as they affect the future program plans, staffing projections, and priorities of the department and college.

The Center also has provided assistance to faculty members who feel they have reached a dead-end in their career and wish to consider ways of revitalizing interest in their present job or to consider possible career alternatives. A number of faculty members have asked for help in finding sources of information about certain career requirements and opportunities. Some have asked for assistance in the preparation of resumes and letters of application.

The Center responds to requests for counseling, career planning, and informational sources from members of the faculty when their professional futures are threatened. Such threats may generate from notification of a decision not to award tenure, a position being closed, or non-renewal of a temporary appointment. In these instances, the Center can be perceived as a neutral agency that is not involved in the evaluation and appointment functions of the University. This makes it possible to help faculty members accept strong feelings generated by the turn of events and begin the process of developing career plans.

The availability of a resource collection with books and other reference materials related to professional development has proved to be extremely valuable. As more members of the faculty learn about these materials, requests to browse or borrow from the collection become more frequent.

GENERAL PROGRAM ACTIVITIES

The Professional Development Center has provided seminar and workshop programs to a wide range of University constituents. Some programs were developed in response to an assessment of need, some were requested specifically by a department or group, and some were offered because of a sense of general interest.

Career change and life-work planning were topics of presentations by off-campus speakers such as Dr. David Tiedemann, Professor of Career and Continuing Education at Northern Illinois University . A "Resume Clinic" was developed in cooperation with the Student Counseling Center and the Academic Advisement Center. Serious consideration of personal and professional development was encouraged in a weekend workshop on Life Work Planning co-sponsored with the Campus Religious Center. Another orientation was provided by a series of eight seminar meetings about planning for retirement, at which spouses were also invited.

Career programs and activities have been provided for departments. These have included support for consultants to work with faculty members in planning career day programs for students, developing information regarding career options for

departmental majors, and considering professional development opportunities for members of the faculty. The model of professional development through growth contracting was explored in a day long seminar with Dean J. Carlberg of Gordon College. The possible application of this model in departmental units was explored by faculty members, chairpersons and deans.

Although the Professional Development Center and the Teaching-Learning Center are autonomous units, a number of workshop and seminar programs have been jointly sponsored by the two Centers. One long-term series of workshops has been conducted with chairpersons and members of the administrative staff to examine the development of interpersonal skills and aspects of organizational development. The Centers also have worked jointly in providing resources to meet the needs of selected departments participating in a program of "targeting" as described in the following chapter. Together with department chairpersons, program directors, and advisory committees, the Professional Development Center's contributions centered around the solution of program and staffing problems. Heavy emphasis was placed on planning program changes and staffing projections. Departmental work sessions and retreats involved the faculty in the review of these concerns. The clarification of priorities for staffing provided a basis for determining faculty training needs and the development of educational leave plans. Continuing work with the targeted departments includes professional development of the faculty members and consultation with the chairperson.

Working with the Dean of the Graduate School, the two Centers supported a meeting of graduate students and faculty members in the Doctor of Arts program. The participants from the four departments presented descriptions of the program and suggestions for future direction. A social hour provided a pleasant opportunity for everyone to meet informally and become better acquainted. Further work in the Doctor of Arts program in the Departments of History and English has continued. Responding to a need identified by the program directors, a two-week course was offered to faculty members in the two departments. The instruction focused on the design of evaluation studies and the application of statistical procedures. The in-service program was designed to provide a background that will enable faculty members supervising dissertation studies to provide better guidance to their graduate students.

DISSEMINATION

Throughout the four years of the Professional Development Center's work, information on its activities has been disseminated on a continuing bais. Each year an Annual Report has been compiled providing a summary of the program and other pertinent materials. Approximately 700 copies have been distributed to relevant university offices, other faculty development programs, and interested colleagues at professional meetings. Additional sources of information that were distributed include a four-page brochure describing the Professional Development Center and a five-page pamphlet providing a broad overview of the goals and programs of the Center.

One major source of dissemination has been presentations by the Director of the Professional Development Center at the following professional meetings:

"Starting a Faculty Development Program." International Conference on University Teaching, McMaster University, Hamilton, Ontario, Canada.

"Career Change and the Topped Out Employee." National Conference of the American Society for Training and Development, Atlanta, Georgia.

"Faculty Retraining and Career Change." Session leader, National Conference of the Professional and Organizational Development Network, Zion, Illinois.

"Working with Faculty Involved in Disciplinary Reassignments" in a program on "New Approaches to Faculty Development: Making More Effective Use of Faculty Resources." Association for Innovation in Higher Education, Chicago, Illinois.

"Career Expansion within the University" National Conference of the American Society for Training and Development, Chicago, Illinois.

"Faculty Training for Mid-Career Change" and "Targeting Departments for Faculty Development (presented jointly with Stanley Rives and John Sharpham), National Conference of the Professional and Organizational Development Network in Higher Education, Tulsa, Oklahoma.

Participation in "Idea Marketplace" activities and presentations regarding Center programs at national conferences through a display and literature booth also provided an opportunity to respond to inquiries and distribute copies of documents about the work of the Center. These so-called Marketplace activities occurred at the American Association for Higher Education meetings in Chicago and Washington, D.C., a conference on Employee Assistance Programs in Higher Education at Kansas City, and the conference on Faculty Development and Evaluation in Higher Education at Orlando, Florida.

A number of people have visited the Illinois State campus to inquire about the program of the Professional Development Center. Other forms of dissemination include consultation and visits to other institutions and programs in professional development. The process of dissemination will receive substantial assistance through the publication of the book Career Change by Paul Ferrini and L. Allen Parker. The Educational Leave Program is described in this handbook of exemplary programs.

Within the University, information about the activities of the Professional Development Center is provided in several ways. The more significant professional activities of the Director and programs sponsored by the Center are described in the University Report, a weekly publication of the University News and Publications Service. Announcements concerning workshop and seminar programs are circulated to the faculty and to departmental and administrative offices. Information also is provided continuously to various parts of the University community through consultation with individuals, presentations and discussions with different constituencies, and circulation of announcements of program offerings.

CONCLUSION

In the future of higher education, the development and effective use of human resources will become more important as the effects of enrollment and budgetary limitations have increasing impact. Faculty mobility and turnover--a traditional source of fresh viewpoints and different orientations--will be diminished seriously. It will become increasingly necessary to depend on internally generated intellectual ferment as the faculty moves toward a relatively stable condition. This ferment can be encouraged by bringing people to campus for seminar and workshop presentations and making possible the participation of faculty members in professional activities away from campus.

The need for faculty members to experience different institutional settings, to interact with a wide range of professional colleagues, and to experience a variety of different approaches to classroom instruction will become increasingly vital. Maintaining the strength of institutional initiative in responding to new course and program needs will lean more and more heavily on present members of the faculty. As the institutional climate and conditions change, the Professional Development Center must remain flexible and responsive to the needs of the faculty and the University.

Chapter 4

THE TEACHING-LEARNING CENTER

John R. Sharpham

Since its inception in 1857, Illinois State University has placed strong emphasis on the teaching process. For the first hundred years, this emphasis was tied closely and obviously to the preparation of teachers. The dramatic changes of the last twenty-two years as the University has grown and developed into a multi-faceted regional center of higher education have not diminished the emphasis. In the last decade a number of programs, most strongly represented by the Instructional Development Program, reflect a firm institutional commitment to teaching and it is this commitment that created the Teaching-Learning Center.

Between 1976 and 1979 the Teaching-Learning Center and the Professional Development Center constituted the Kellogg Project at Illinois State University. Supported jointly by a grant from the W.K. Kellogg Foundation and by University resources, the Project provided faculty with support and assistance for dealing with the new pressures of changing student enrollments, possible retrenchment, and lack of faculty mobility. The Teaching-Learning Center was tied conceptually to the Instructional Development Program and its major purpose was to assist faculty members with problems encountered in their teaching.

The Teaching-Learning Center began operation in February, 1976. As a first step, certain principles for the operation of the Center were established in consultation with a number of faculty and administrators that emphasized the importance of teaching and the rights of the faculty. From these principles, the Center staff established the following goals for the Center's operations:

1. To develop and maintain a Teaching-Learning Center that is central to faculty involvement in the teaching-learning process by being a catalyst and support for faculty efforts to improve their teaching.
2. To help provide a climate at Illinois State that supports the development of the best possible instructional program for faculty and students.
3. To help encourage and facilitate open discussion among faculty about aspects of their teaching and to make this ongoing communication central to the development of a sense of community for the faculty at Illinois State.
4. To support and encourage more writing and research about the teaching-learning process.
5. To provide faculty with support and assistance in all areas of teaching, such as planning long-range educational goals, devising alternative classroom approaches, and developing evaluation strategies.
6. To develop a resource center of instructional materials and resources designed by faculty for faculty use.

7. To create a Center that can be used as a model by other institutions for operating resource centers in teaching-learning for their faculty.

Conceptually, the Center is designed to provide continuing professional education for faculty in higher education. In this sense, the faculty at Illinois State University are seen as non-traditional "students," and the goals are applicable in three large areas: (a) scholarship in which an integrated model for teaching faculty about the instructional process in higher education would be developed and information about analysis, practice, and evaluation of other models would be collected; (b) performance that would successfully assist the faculty in their teaching roles; and (c) leadership in which regional, national, and international recognition for the Center's activities would be established.

During the four year life of the Center, these goals and the conceptual principles have been used as the basis for the evaluation process (see Appendix), and to shape and guide the different activities and programs. Although the activities of the Center have changed in four years, such change has grown out of the thinking established in the original principles and goals.

The functions of the Teaching-Learning Center are discussed under the following broad headings: (a) Kellogg Associates; (b) Support and Assistance for Faculty in Teaching; (c) On-campus Workshops; (d) Off-Campus Meetings; and (e) Targeting.

KELLOGG ASSOCIATES

A significant factor in the work of the Center has been the role played by the Kellogg Associates, who were designated originally as "qualified senior faculty members who...serve as 'mentors' to work with faculty members who seek Center services." One and one-half full time equivalent faculty positions were allocated for this purpose. These positions have been used in several different ways: In 1976, the positions were converted to two half-time and two quarter-time positions; and in 1977 and 1978, they were converted to one half-time and four quarter-time positions.

The following criteria were used in the selection process:

1. The Associate must have a public commitment to excellence in teaching and must be enthusiastic about and involved in effective teaching at Illinois State University.
2. The Associate must be able to function effectively in a team setting, sharing and cooperating with other Associates to meet the goals of the Center.
3. The Associate must be able to relate to faculty from all disciplines, have good interpersonal communication skills, and be willing to listen and tolerate ambiguity and frustration.
4. The Associate must be self-motivated and energetic.
5. The Associate must have the capacity to become a leader in faculty development on campus.

At the end of the initial four year life of the Center, fifteen faculty members--representing each of the five colleges on campus--will have been Associates. The position of Associate

is a continuing one, that is, a faculty member continues to hold the title of Associate after the formal assignment is completed. Former Associates are called on from time to time to work with the current team.

The Associates' activities vary widely. The initial team in 1976 worked very closely with the Director to develop long-range goals for the Center and to build a conceptual base for its operation. Several Associates helped develop the evaluation process for the Center's activities in 1977, and in 1979 one Associate worked, as the internal evaluator--gathering data to evaluate the Center's first four years of operation. Associates have led and presented workshops on such topics as teaching large groups, how to write articles on teaching, evaluating learning, small group discussion skills, developing courses in general education, and using the library as a teaching resource. They have worked closely with the Director in running many meetings and retreats where their activities included planning, facilitating, organizing, and leading group interaction (see box). They have written articles related directly to their work with the Center, given workshops off campus, and presented papers at meetings in the United States, Canada, and England.

THE KELLOGG ASSOCIATE: AN EXAMPLE

As well as working on group projects for the Center, assisting with workshops as facilitators, and working with individual faculty members to discuss teaching concerns, the Associates also initiated programs of their own.

In 1977, one Associate, Earl Reitan, developed a series of workshops to examine the library as an instructional resource. Discussions with colleagues suggested to Reitan that the library was not being used as effectively as it might and, together with support from the library staff, he devised workshops that focused on teaching areas and library resources. Workshops were presented in Fine Arts, Education, the Sciences, and the Humanities; in each case he worked closely with appropriate staff people from the library. The major purpose was to get faculty and librarians together to discuss ways in which the library could be used effectively to meet instructional goals. As Reitan (1978) pointed out in an article describing his work: "...teachers should go beyond mere communication of information. They should lead students to think about the problems which arise in their subject, and help them to develop the attitudes and skills needed to find information and resolve these problems. My goal was to encourage faculty to foster in their students a spirit of inquiry which would lead them to the library as the greatest repository of information and ideas. I cannot say that our workshops got very

far in achieving this goal, but perhaps they accomplished something."

The following faculty members have served as Kellogg Associates: Gary Fish, Accounting (1976-77); Bessie Hackett, Home Economics, (1976-77); Earl Reitan, History (1976-77); Dent Rhodes, Curriculum and Instruction (1976-78); Paul Baker, Sociology (1977-78); Lucia Getsi, English (1977-78); Franzie Loepp, Industrial Technology (1977-78); Patricia Marcum, Business Education and Administrative Services (1977-78); Geraldine Greenlee, Health, Physical Education, Recreation and Dance (1978-79); Lanny Morreau, Specialized Educational Development (1978-80); Len Schmaltz, Psychology (1978-79); Else Schmidt, Geography/Geology (1978-79); Gary Sudano, Music (1978-80); Linda Stoneall, Sociology (1979-80); and Wayne Lockwood, Industrial Technology (1979-80).

SUPPORT AND ASSISTANCE FOR FACULTY IN TEACHING

A major function identified in the original proposal was to provide a resource center to which an individual faculty member could come for assistance in dealing with instructional problems. In the four years of its operation, the Center has provided consultation for persons who have identified specific problems or concerns with their teaching. The number of faculty members seeking such support has not been high, but several have come each year for assistance and support.

In such cases, assistance has been provided that is appropriate to the individual's needs, generally on a weekly basis. The Director meets with the individual, and together they examine the particular situation and seek specific solutions. The Director, for example, attends the faculty member's classes to observe teaching skills. On some occasions, videotapes are made so the Director and the faculty member can analyze the teaching together. Such consultation is private and confidential, and faculty members are seen only on a voluntary basis. However, at a faculty member's request, a descriptive letter of the activities in which he or she has been involved will be forwarded to the department, but the letter will contain no evaluative judgments.

There seem to be several factors contributing to the small numbers of faculty seeking individual assistance. Teaching is important at Illinois State University, both in the stated role of the University and in the evaluation of faculty for salary increases, promotion, and tenure. Several pieces of institutional research indicate that faculty generally consider themselves and their colleagues to be doing a "reasonably good" to "very good" job of teaching. This suggests that only a small number of faculty feel they have any trouble with teaching and need assistance with it. In such a climate, where evaluation of teaching is important and where most people perceive each other to be reasonably good practitioners, it could be threatening and destructive to seek assistance from the Teaching-Learning Center.

ON-CAMPUS WORKSHOPS

A major function of the Teaching-Learning Center activities has been to provide workshops for the faculty dealing with specific instructional problem areas. Initially, ten such workshops were proposed to be offered over the four year period; however, since 1976, the Teaching-Learning Center has sponsored 80 workshops and meetings on campus related directly to teaching. Attendance has exceeded 1,000 in three types of workshops and meetings: (a) information dissemination workshops, (b) retreats for departments and faculty groups, and (c) informal meetings, such as brown bag luncheons and round table meetings.

Information Dissemination Workshops. A variety of information dissemination workshops has been sponsored by the Center. Small group discussion leadership skills, effective teaching at Illinois State University, teaching the non-traditional student, how to use the Writing Center, production of instructional materials through Media Services, the university as value system, evaluating students by essay tests, the library as a teaching resource, teaching large groups, and a textbook selection process are among the topics that have been presented.

These workshops have been led by the Director and by a number of the Associates. Some have been offered by off-campus leaders, but the majority have been led by faculty and staff members of Illinois State University. A number of the workshops have been repeated, particularly those dealing with a service that is continually available to faculty members, such as the Writing Center or Media Services.

The locations for the workshops have varied, though three locations are used most frequently. The first is Ewing Manor, a mansion ten minutes from campus that is owned and maintained by the University. In this elegant, quiet atmosphere, up to 100 people can participate in a workshop. The building is ideal for such meetings as it provides a setting conducive to intensive work away from the distractions and interruptions that exist on campus. These characteristics have become a significant factor in workshops, and now many faculty request the Manor as the site for their workshop.

Two other locations on campus that are used frequently by the Center are the University Union and a lounge facility in DeGarmo Hall. Both serve as convenient facilities for relatively brief workshops and meetings. Other facilities, both off and on campus, have been used from time to time, but Ewing Manor, the Union, and DeGarmo Lounge serve as the major meeting places for Center activities.

Retreats. The Center has responded to the requests for retreats of the academic departments and other interest groups on campus. These retreats are usually held for a whole day and enable the department members to consider long range planning, curriculum changes, or other specific concerns. The Center provides a location, usually Ewing Manor, and from time to time helps with planning and organization. On several occasions the Director has been asked to act as facilitator. The following departments have

asked for sponsorship of a retreat at least once: Political Science, Geography-Geology, Sociology-Anthropology-Social Work, Home Economics, Industrial technology, Information Sciences, Theatre, Mathematics, Health-Physical Education-Recreation-Dance, English, History, Specialized Educational Development, and Allied Health.

The Center also has provided support and sponsorship of college groups, such as the College Council retreats of the College of Arts and Sciences. Several meetings have been held for chairpersons and administrators. Among these were "Effective Teaching: The Role of the Chairperson" led by Dr. Thorrel Fest from the University of Colorado, and "The Art of Administration" led by Dr. Kenneth Eble from the University of Utah. In 1976, the Center sponsored a two-day meeting of the Central States Universities, Inc., at which representatives from fourteen institutions met with the Fund for the Improvement of Postsecondary Education National Project III Associates to discuss "Elevating the Significance of University Teaching." At the request of the Graduate School, the Center, in conjunction with the Professional Development Center, sponsored a forum in 1978 on the Doctor of Arts programs at the University. In 1978-79, the Center supported four meetings of teachers of general education courses in the College of Fine Arts to examine enrollment declines and new strategies for presenting the courses.

The Center has arranged for several off-campus consultants to lead a number of workshops and retreats. Dr. Keith Percy from the University of Lancaster was a participant in a two-day symposium on Teaching the Non-Traditional Student; Sloan Williams, Senior Program Associate in English for the institute for Services to Education, Washington, D.C., conducted a workshop on Writing Skills and the High Potential Student; Dr. Richard Lloyd-Jones, University of Iowa spoke on The Role of an English Department in a University Setting at a half-day workshop for the Department of English; Dr. Robert Heiny, University of Northern Colorado, was a consultant to the Mathematics Department on their Doctor of Arts program; and Michael Rothenstein from London served as a guest artist and lecturer for the Art Department.

Informal Meetings. In addition to the more formal workshops, seminars, and retreats, the Center has sponsored a number of informal meetings where faculty can gather, usually during lunch, to listen to a speaker or discuss a topic of interest. The two formats for such meetings have been either the brown-bag luncheon or the round table meeting.

The brown-bag luncheons are designed around some topic of interest for the faculty for about fifty minutes during lunch in the DeGarmo Lounge. The Center invites the speakers, handles the publicity and provides the site, tea, and coffee. Topics that have been presented include Interdisciplinary Humanities, Career Education in Higher Education, The Campus as an EcoSystem for Field Study, Oven Designs for the Future, and The Use of the Digitizer. The brown-bag luncheons have attracted audiences of up to fifty or more and have begun to be used widely by other groups on campus. The luncheon meeting approach has been modified by inviting small groups of faculty to discuss shared in-

terest topics. An example of this was the meeting of faculty from the Departments of Chemistry, Industrial Technology, Political Science, and Sociology to discuss Energy, Technology, and Social Change.

The Center also supported two other programs for developing a sense of a teaching community among the faculty. These were a faculty lounge and a newsletter. The lounge operated in DeGarmo Hall for a year, but was discontinued because of limited use and other demands for the space. The location and the limited availability of the lounge--two hours a day from 9 to 11 a.m.--seemed drawbacks to its use by faculty members and the expense of its upkeep did not seem warranted.

The Teaching Center Newsletter was disseminated on a regular basis to 300 faculty members. It included short articles on teaching, a timetable of upcoming Center activities, book reviews, and bibliographies. Although small in size, the newsletter took a great deal of time to produce and distribute and, with other pressures on Center staff, it was discontinued in 1978.

OFF-CAMPUS WORKSHOPS

The Center has received a large number of requests from faculty members who wish to attend off-campus meetings related directly to teaching and curriculum development. With the growth of faculty development in higher education in the United States, there has been an increase in the number of programs concentrating on the improvement of teaching within discipline areas. The Center's policy has been to judge each request on its merits, on its relationship to departmental needs, and its cost. In most cases, the Center has paid for registration or tuition only. Sometime, supplementary support has been provided by the Professional Development Center, the Instructional Development Program, or the appropriate college. Examples of support for attending such off-campus meetings include: a professor of art to attend an international seminar of the World Crafts Council in Mexico; a professor of agriculture to attend a course at Urbana, Illinois on floriculture crops production; a professor of home economics to attend a program on experientially based education in New Orleans; professors of education, art, music, and theatre to participate in a conference on early childhood education in North Carolina; a professor of biology to attend a symposium in Los Angeles on scanning electron microscopy; a professor of English to participate in a meeting of the American Society for Eighteenth Century Studies in Chicago; a professor of industrial technology to attend a seminar on modern drafting at the University of Wisconsin; a professor of health, physical education, recreation and dance to attend a seminar assessing quality master's programs at the University of Maryland; two professors of education to attend a workshop, "Project TEACH," in Dallas; a professor of sociology to attend a workshop on teaching in Nebraska; and two professors of physics to attend the American Association of Physics Teachers Winter Workshop in Chicago.

TARGETING

Targeting is a term that has been selected to refer to the concentration of the major part of the Center's functions on a few, selected departments over a period of at least a year. This targeting entails a conjoint relationship between the selected department and the Center, and the bond of that relationship is a strong commitment to development and change. Obviously, given the size and scope of the Center's resources, the number of departments involved in targeting at any one time will be small. In the first year it was decided not to exceed three departments.

The shift to targeting meant that the Center would not be able to sustain the scope of its original activities and that the number of university-wide activities would decrease. This has been particularly true of the number of university-wide workshops the Center has offered since January, 1978. But the decision to move to targeting was made for a number of reasons related directly to what had been accomplished in the first two years. The Center had more than met its obligations in sponsoring workshops and meetings in teaching and learning; however, the Center had not become sufficiently involved in specific problem areas of teaching and learning, particularly with individual faculty members. From the beginning, faculty demand for such service had been quite low. By December 1977, the Center had become more of a facilitator for meetings and retreats--a type of general booking agency for groups of faculty. Too much time was spent on arranging meeting places and confirming dates. Although such activities are important and have continued, it was felt that there was more potential in the Center's resources and that targeting could capitalize on that potential. Therefore, the college deans and a number of chairpersons were contacted to discuss the possibility of targeting.

The following Center resources were offered to targeted units:

1. Some financial support for securing help from consultants, and for faculty travel, particularly payment of registration fees for off-campus meetings.
2. The use of the time and skills of the Kellogg Associates and the Director, individually and as a team.
3. A quarter-time appointment of a Kellogg Associate from each of the targeted departments for one year. This person would be a liaison between the Center and the department.

The Director of the Professional Development Center agreed to work closely with the Teaching-Learning Center in this new approach, particularly in matters related to long-range planning and personnel decisions. Specifically, he agreed to consider appropriate requests for Educational Leaves from targeted departments and to give priority to such requests when they related to a departmental faculty development program.

January of 1978 was considered a good time to make the change in the Center, for it came at the midway point in the four-year initial period of the Center. It also provided an alternative plan of operations for the Center, enabling comparisons to be drawn about the appropriate functions of such a Center.

In the first year, three departments were identified, but after several months of negotiation, one of these decided not to participate. By the end of 1978, the Department of Health, Physical Education, Recreation and Dance, and the Department of Geography and Geology were working closely with the Center, and each had a faculty member serving as an Associate. In 1979, the Department of Industrial Technology, and the Department of Sociology, Anthropology and Social Work were added to the list of targeted departments.

The relationship between the Center and the Department of Health, Physical Education, Recreation and Dance provides a good model of what has been possible through the concept of targeting. While each academic department has its own concern areas and needs, this example suggests what can be done through targeting.

Health, Physcial Education, Recreation and Dance is a department of some sixty-seven faculty members teaching in four distinct undergraduate areas and an active graduate program. The administrative structure consists of the Chairperson, the Assistant Chairperson, and five Program Directors representing the major areas of the Department. The Department has a very high proportion of tenured faculty in the physical education area, which has experienced an enrollment decline in the last few years. In the growth areas of health education and recreation and park administration, there is a low tenure situation and increasing enrollments. The dance area has also experienced a slight increase in student enrollments. At the same time a number of physical education faculty are returning to the Department from various outside positions, such as advising, the laboratory schools, and the intercollegiate athletics program. As tenured generalists, they are returning to a program that has sufficient faculty in it, and their return means "bumping" untenured faculty in the growth areas. It was in response to these concerns that the Chairperson sought the assistance of the Teaching-Learning Center. After initial discussion, it became clear that involvement of the Professional Development Center's resources would be most useful; thus it was decided that targeting in this Department would require the resources of the total Kellogg Project operation.

TARGETING: AN EXAMPLE

The Department of Health, Physical Education, Recreation, and Dance at Illinois State University worked with the Teaching-Learning Center for one year as a targeted department. A number of activities were involved including close consultation between the Center staff and the Department Chairperson. The full cooperation of the Chairperson enabled a great deal to be accomplished.

Several long range planning meetings were held with the Chairperson, his Program Directors, and Center staff to determine and confront major decisions in in the areas of personnel, curriculum, and organi-

zation for the next five years. An outcome of these meetings was an all-day retreat attended by all departmental faculty to consider the information from earlier planning sessions and discuss the implications for the next five years.

Close consultation and cooperation occurred among the Chairperson and the project leaders in appointing faculty members for the Educational Leave Program and the Kellogg Associate position. The Kellogg Associate surveyed the faculty members for suggestions on concern areas and workshop topics. She developed a Public Relations Advisory Committee for the Department, modified the faculty participation in registration procedures, and improved communication links within the Department.

The Teaching-Learning staff facilitated the reorganization of the structure and operation of the graduate program in the Department, presented a major workshop on the uses of media in teaching, arranged for and analyzed videotapes of faculty members' teaching, and maintained continuing contact with the Chairperson. Other support including assistance given by the Professional Development Center involved helping two faculty members in preparing articles on teaching, giving financial support for groups of faculty to attend meetings on teaching in St. Louis and Kansas, presenting workshops on time management and running meetings, and providing resources for printing, department brochures, and travel.

Targeting of this Department seemed to work well. The Chairperson decided to continue the Department's involvement in the program by providing internal support for the Associate position for the second year. The Department provided this quarter-time position for the Associate for the second year.

This model pinpoints a number of operations that have become an essential part of the targeting process. Departments are selected through a series of discussions with the college dean and department chairperson. A full understanding of what is entailed and a commitment of support by the chairperson is essential to the success of targeting. A needs assessment and specification of objectives for the operation is a significant aspect of such discussion and outlines the kinds of activities the Center and the Department will be involved in during the year.

The Kellogg Associate working in the liaison role acts as a bridge between the Center and the targeted department. He or she is able to examine areas of concern in a relatively objective way and to be a resource person for colleagues. Using the Associate in this way broadens the possible role he or she can play. Instead of having university-wide roles and responsibilities as their major tasks, Associates from targeted departments work much more directly with the department and act as liaison personnel

between their department and the Center. Such Associates have also, from time to time, participated in some university-wide programs sponsored by the Center, but their major function has been in working for their department.

Targeting has involved most of the Center's energies for the last two years. While it has diminished the involvement of the Center in general campus-wide activities, it has been received well in those departments and will be a continuing emphasis in the future.

CONCLUSION

Any center that attempts to work with faculty and teaching as a service or consulting unit must remain dynamic and flexible, just as the clientele and process with which it works are dynamic and flexible. This ability to remain fluid and responsive is vitally important as higher education approaches the twenty-first century--a time of uncertainty, decline, and retrenchment. The initial model for the Teaching-Learning Center needs to be evaluated carefully to see how it will relate to the next decade, to determine what activities of its past will work in the future, and to plan changes to accommodate its function to new and different demands.

Chapter 5

KELLOGG PROJECT: INTERNAL EVALUATION

Lanny E. Morreau

The need for faculty development programs has been presented often and well. Among the examples frequently cited as evidence for the need are the disruptive effects of the knowledge explosion, the vagaries of employment opportunities, and the loss of mobility for faculty. Moreover, some faculty who know their subject well may not have the skills necessary for conveying this information acceptably to students. Added to these issues, is the spectre of accountability to many new audiences that heretofore had not questioned the value of higher education.

Appropriate responses to the need for faculty development, unfortunately, are not documented as well. Should a program be developed to respond to a single high need area? What procedures would be most effective in meeting specific development needs? In fact, what constitutes an effective faculty development program? Available data do not respond to the questions. Where faculty development programs exist, evaluation data on which such decisions might be based is negligible (Centra, 1976).

In view of the diverse opinions as to what, in fact, represents an effective faculty development program, it is difficult to judge the results in terms of commonly accepted functions that might have been expected. Rather, the disposition of any evaluation must be toward the specific program goals, the planning conducted to meet those goals, the degree of success in meeting them, the effects on faculty and programs, and the possible alternatives by which the goals may have been met more effectively. Thus, the goals of the Kellogg Project served as the standards for the internal evaluation.

Seven goals were established for the Teaching-Learning Center:

--To create and maintain instructional support for faculty.

--To provide a climate for development of optimal instruction.

--To build a sense of community among faculty.

--To encourage and support activities in writing and research about teaching.

--To provide faculty with support and assistance in teaching.

--To develop a resource center with a multitude of instructional materials.

--To provide a model for other teaching-learning centers.

Similarly, five goals were stated for the Professional Development Center:

--To provide support for faculty professional development.

--To provide programs for faculty development toward career alternatives.

--To develop procedures for effective use of faculty resources.

--To develop and disseminate information on faculty development.

--To develop a model for faculty retraining and redevelopment.

The activities of the Teaching-Learning Center that were designed to achieve these goals include: (a) the Faculty Associates program, (b) support for workshops and retreats at Illinois State, (c) support for faculty to attend programs offered at other sites, (d) instructional advisement and, (e) targeted departments. The programs of the Professional Development Center were: (a) educational leaves, (b) career and retirement counseling, (c) support for workshops and retreats at Illinois State and (d) support for off-campus experiences. The Faculty Associates and targeted departments were the unique functions of the Teaching-Learning Center; the educational leave program represented a unique function of the Professional Development Center. Faculty advisement, internal and external support, while differing in content and direction, were functions common to both.

The activities of the Centers have gone through three distinct phases. At the beginning of the Project, in 1976, the primary emphasis was placed on establishing the direction of the program. This was followed by a period when informal needs assessments were conducted, numerous activities that were responsive to program goals were created, and limited formative evaluations occurred. The final project year could best be characterized as a period marked by formal needs assessments, a continuation of responsive activities, and structured evaluation.

METHODOLOGY

The evaluation of an evolutionary program in which clear limits of endeavors have not been established, can be done in a variety of ways. Attention can be focused on actuarial data, impact data, efforts extended, discrepancy evaluation (Provus, 1973), or descriptive data (Stake, 1975) or some combination of strategies to determine program effectiveness and to project future needs.

For each program, data were collected by interviews, questionnaires, formal observations, participation, as well as the review of available documents for the following attributes. (The events, sources of information, and procedures are summarized in Figure 1.):

--The level and type of planning and evaluation conducted for activities.

--The number of faculty benefiting from specific activities.

--The perceived impact of the activities from a University and individual perspective.

--The level at which specific faculty development needs were met by a given activity or a collective set of activities.

--The impression of activity value from an individual and administrative perspective.

Figure 1. Evaluation Sequence

	EVENTS	SOURCES OF INFORMATION	PROCEDURES
1.	Document/Review/ and Observation	Project reports/Project activities	Criterion Evaluation
2.	Associate Status	Associates (1976-1978)	Questionnaire/Interview
3.	Questionnaire/ Interview Development		
4.	Educational Leaves	All recipients; Applicants (50%)	Interview
5.	Faculty Advisement	All recipients	Questionnaire
6.	Internal Workshops	All presentors; Participants (20%)	
7.	External Support	All recipients over $50	Questionnaire
8.	Targeted Departments	Participants (25%)	Questionnaire
9.	Associate Status	Associates (1978-1979)	Questionnaire
10.	Program Needs Analysis	College Deans/Department Chairpersons/ Kellogg Director, Faculty (10% stratified by years)	Questionnaire/Interview

--The projected need for continuation and reorganization of program functions.

KELLOGG ASSOCIATES

Selection as a Kellogg Associate has been considered a unique opportunity to acquire new skills and provide direct leadership to other faculty members so the standards were extremely high. Specifically, the Director of the Center indicated the criteria for the appointment included high productivity levels, a public commitment to excellence in teaching, credibility across the campus, the ability to function in a team approach, high levels of interaction with colleagues, and, a long-term commitment to innovation. In addition, an attempt was made to include representatives of both sexes and at least one individual from the College of Education, who had media or technology skills. To increase the probability of successful participation, a minimum of three individuals were interviewed for each position.

Roles. Seven of the nine Associates from 1976 to 1978 were asked to respond to a questionnaire designed to elicit perceptions of their responsibilities. With few exceptions, the majority of the former Associates felt their responsibilities matched their expectations. One point of minor dissension occurred with the shift to the targeting model, and several associates reacted negatively to jobs that were perceived to be "mere" support activities. But these were relatively minor matters.

Prior to 1978-79, the greatest share of the Associates' activities were directed to conducting workshops and developing resource materials for faculty use. Since then, only a small fraction of their energy has been devoted to such ends and greater emphasis has been given to assessing needs and planning new programs in departments. During the current project year, the Associates worked with the fine arts departments and the Department of Health, Physical Education, Recreation, and Dance. The shift in responsibilities is reflected in the value the Associates gave specific roles. Past associates ranked the presentation of workshops as a first priority and the coordination of activities as second; current associates ranked the coordination of activities first and the development of workshops fourth.

Perceptions. Because the activities of the Associates affect many areas of the campus, they have been in a unique position to weigh reactions of their colleagues to the Kellogg Project. In general, the value of the Center's activities was endorsed although everyone had suggestions about the ways in which it could be improved. One felt the entire program should be discontinued.

Results. The most significant product, from a University perspective, is that thirteen faculty members have been involved directly and intensively in a faculty development program and can serve now as resources to other faculty. All past Associates reported that activities, initiated while serving as an Associate, were being continued and more than half indicated they presently serve as resource persons in their department or

college. These continuing effects were validated by the survey of department chairpersons who had a highly positive reaction to the services rendered by the former Associates.

Along with the acquisition of skills, the Associates derived other benefits from the relationship with the Kellogg Project. Several felt the experience improved their department faculty status ratings and provided increased opportunities to publish papers. Four-fifths of the respondents noted the increased visibility in the University community; slightly less than half noted receiving additional opportunities to attend institutes or conferences and assuming greater leadership responsibilities in the University. Only one reported negative reactions in their department.

Recommendations. The Associate program provides a unique developmental opportunity with high yields for both the individuals and the the University. The standards for selection are high and are adhered to on a consistent basis.

Currently, the Associates' time is committed exclusively to activities of the Teaching-Learning Center, but there are a number of parallel programs in the Professional Development Center that may benefit from their contributions. Similarly, many of the activities conducted by the Associates may be valuable to graduate level students planning careers in staff development or administration. The Associate roles are relatively clear; however, some discrepancy exists between perceived roles and actual expectations. Discrepancies also exist between the project priorities as established by the Director and the Associates.

Based on available data, it is recommended that:

1. The Associates program should be continued and, if it is financially possible, expanded.
2. The Associates' efforts should be committed to a wider variety of faculty development efforts rather than being used exclusively in the Teaching-Learning Center activities.
3. The roles that Associates will be expected to assume should be stated in explicit terms at the time of the interview for the position.
4. The priorities of the program should be planned formally and presented on an annual basis.
5. A relationship should be established with graduate programs to provide internships for doctoral students.
6. The high standards for Associate selection should be maintained.

EDUCATIONAL LEAVE PROGRAM

The Educational Leave Program was designed to provide developmental opportunities to faculty as it supported University program development. At the time the program was evaluated, seventeen leaves had been awarded, nine leave applications had been denied. and three applications had been withdrawn. Thirteen recipients, five persons who were denied leaves, and the three individuals who had withdrawn their applications were interviewed as part of the evaluation.

Leaves Awarded. The distribution of educational leaves across colleges was somewhat uneven: Arts and Sciences--8, Education--4, Fine Arts--3, Applied Science and Technology--2, and Business--0. This distribution may, in part, reflect the apparent need for more faculty retraining in three of the colleges that have relatively stable faculty contingents. By contrast, the College of Applied Science and Technology and the College of Business, have a number of new and expanding programs that allow for the hiring of new staff to fill vacancies or needs rather than retraining existing faculty.

Consistent with commonly accepted concepts of career improvement, approximately three-fourths of the educational leaves were awarded to tenured faculty. Similarly, leaves were primarily awarded to master teachers desiring skill development in a new field. In one instance only did it appear that these standards were not followed--when an individual completed a doctoral degree on an educational leave. While this example appeared inconsistent with the program guidelines, the primary purpose of the leave was to acquire skills in an area that would meet departmental needs.

Because all leaves required approvals of the department chairperson and the college dean, consistency with program needs was partially assured. It is significant that two of the deans and three of the chairpersons indicated they would prefer that the leaves were developed within a departmental plan for program improvement rather than by an independently initiated application. It was their feeling that educational leaves that satisfy both individual interests and program needs should be arranged only through a planned approach. The role of the administrators has been primarily one of approval or rejection. Where cooperative planning has occurred in advance of the leave application, the results have been extremely favorable.

Administration. The educational leave program is administered exclusively by the Director of the Professional Development Center, whose role is primarily one of planning. Forty-seven percent of the recipients indicated they required assistance in planning their leave and preparing their proposal; however, after the leaves were awarded, very little assistance was needed.

Results. All recipients indicated the leave was very valuable personally and professionally; the perceived value to the department was similar but slightly lower. The benefits of the educational leave program were evident in the following comments:

> "It is a unique opportunity for updating and upgrading teaching, to remain current in the field, and to regain personal confidence through the observation of other teachers."
>
> "The leave provided an internal psychological lift and personal gratification, as well as personal expertise and professional growth."
>
> "The leave allows teachers to become involved with alternative styles of teaching and enables them to

acquire the knowledge of other institutions' programs which can influence program development at Illinois State University."

"The leave program encourages people to retool and retrain in new areas."

From a personal perspective, many of the recipients indicated the activities engaged in during the leave improved their instructional procedures: 62 percent reported improved organization, 38 percent reported improved use of media and modes of presentation, and 31 percent indicated they improved their evaluation procedures. The recipients also described other benefits: Improved knowledge base in a discipline, more opportunities to publish and attend workshops, greater prestige in the department, increased visibility in the University, more leadership responsibilities, and more consultant opportunities. It should be noted that all of the benefits were not realized by all of the participants. For example, 85 percent of the recipients reported the leave led to increased opportunities to publish, but few were able to do so because they did not have enough time when they returned to campus. The introduction of a number of new courses in the curriculum was attributed to educational leaves. Sixty-nine percent of the recipients taught new courses based on the knowledge acquired during their leave.

Limitations. While personal financial expenses during the leave were not reported as a deterrent by any of the recipients, the lack of assistance from the program for the purchase of texts and necessary materials was an inconvenience for some. Two other problem areas were cited frequently: The difficulty in locating suitable national and international programs, and the lack of time on return to the University to reflect and capitalize on the new experiences and knowledge.

Applications Denied and Withdrawn. All respondents whose applications were denied considered themselves to be master teachers who wanted to improve their skills in a new area. Of the five, only two were satisfied with the way their request was handled; one said he was not told that his application was denied, and two indicated that no rationale for the denial was provided. Two felt the review process was inadequate, and three said they did not know about the review process although it was described on the application form (see Appendix).

The three individuals who withdrew their applications did so for personal reasons that prohibited their participation; no other influence was noted.

Recommendations. Educational leaves are generally awarded to tenured, master teachers to produce explicit effects in the departments; however, the current procedures for initiating leaves may not be the most effective. First, it places the onus on deans and chairpersons as the "rejectors," creating potential disharmony in departments and colleges. Second the absence of participation of the Director of the Teaching-Learning Center in education leave decisions--a procedure that is consistent with

the original proposal--does not capitalize on the potential of the total Kellogg effort. Instructional skills might be developed more fully through the leave program with the contributions of each Center. The need for such relationships becomes even more significant in the light of the targeting program. Excessive amounts of time are not required to manage the leave program. Whenever help is needed, the management has been very effective.

The leave program is of great value to both the recipients and to the University although it seems the program could be improved if some provision were made to reinforce the experiences when the leave recipient returns to campus, and if funds for support materials were provided during the leave. In addition, the Center should create a better information system about appropriate national and international programs where educational leaves might be taken. The process involved in the denial of leaves seems to be inadequate and should be revised.

In general, the educational leave program represents a strong contribution to the faculty development program at Illinois State University that should be continued. In terms of future development, it is recommended that:

1. A survey of the need for educational leaves should be administered annually to all department chairpersons and college deans.
2. The process for awarding leaves should be reversed with application to the department chairperson being the first step.
3. The educational leave program should be more closely related to the Teaching-Learning Center.
4. Additional funds should be added to leaves for specific types of augmenting purchases.
5. Educational leaves should be tied to sabbatical leaves or Instructional Development Program grants to assure adequate follow-up support.
6. Assistance should be solicited from the International Studies Program in the development of faculty exchange and visitation programs.
7. The criteria for educational leaves should be written more explicitly, and adequate information about the decisions to deny leaves should be given to the applicants.

FACULTY ADVISEMENT

The faculty advisement program at Illinois State University was designed initially to respond to the needs of faculty on a "walk in" basis. The services that were provided can be divided into two distinct groups: instructional advisement and career advisement.

The instructional advisement program, directed exclusively by the Teaching-Learning Center, offered assistance in the improvement of teaching style, resolution of instructional problems, improvement of course evaluations, assistance in course development, and assistance in content presentation. The services offered by the Professional Development Center fell into four broad classes: retirement guidance and planning, assistance

in making a career shift, assistance in shifting to a new instructional area, and assistance in preparing for a new position.

It is clear that providing these services on an unsolicited basis did not lead to an extensive use. After more than three years, the Teaching-Learning Center had dealt only with 16 individuals and the Professional Development Center had seen only 13 who requested more than momentary advice. While the total number would be expected to be low when one considers that the majority of the respondents in a study conducted by one of the Associates rated their peers as better than average teachers (Rhodes, 1978), the small number of individuals soliciting assistance seems inconsistent with the number for whom such assistance might be beneficial. According to Provost Horner, fewer than one-third of the faculty at Illinois State University received exceptional merit ratings on scales that are generally teaching oriented. And, 71 percent of the chairpersons said they had recommended the instructional advisement services to faculty members who were having difficulties or who were attempting to develop new instructional strategies.

One explanation for the lack of interest possibly rests with the level of information that was available to faculty about these opportunities. Responses to a questionnaire submitted to faculty members indicated that only 27 percent were aware of the instructional advisement program, and only 11 percent were aware of the professional career consultation program. By contrast, approximately nine out of ten chairpersons knew about both services.

The primary reasons given for seeking assistance from the Teaching-Learning Center were the improvement of teaching style, the improvement of course evaluations, and assistance in course development. The recipients of the services provided by the Center rated the quality of help that was given extremely high and almost all of the respondents believed the Teaching-Learning Center was the only source of such assistance that was available on campus.

The positive response to the assistance provided by the Teaching-Learning Center was illustrated by the following observations:

> "Dr. Sharpham worked me immediately into his schedule, visited my classes before suggesting any changes, met with me to discuss his observations, gave me specific materials and ideas for implementing his suggestions, attended classes after I had made a number of key changes in format and discussed what changes he observed. I received valuable help on all issues I have concerns about.
>
> "The results in the classroom were immediate and positive and were reflected in improved course evaluations from students at the end of the semester. I also received an exceptional rating for teaching from my Department Faculty Status Committee for what I believe is the first time in several years of teaching at ISU. I credit Dr. Sharpham with much of the improvement. His encouragement and validation of my efforts in my class-

room were every bit as influential in the positive outcome of my contact with the Kellogg Center as were his excellent concrete suggestions."

"He (John Sharpham) has great facility to understand exactly what the problem is and possesses the common sense to assist you in resolving it."

The primary reasons for seeking assistance from the Professional Development Center were to obtain help in planning career shifts, and preparing for a new position. The services provided by the Center received very positive evaluations. In particular the contributions of the Director were noted:

"Elmer Van Egmond willingly spent several hours of his time over a few weeks and was of great assistance to me."

"I felt Dr. Van Egmond was sensitive, thorough, and of much help to me during my time of need."

Consistent with the ratings of the instructional advisement services, most of the respondents felt the Professional Development Center was the only source of professional career consultation available to them.

Recommendations. Although both the Teaching-Learning Center and the Professional Development Center are providing advice to a very small number of faculty, the assistance represents an important contribution. Both programs appear to be operating very effectively for those who solicit their assistance. The reasons so few seek assistance may be due to two factors: (a) the lack of information regarding the availability of service, and (b) the attitude that soliciting such help represents an admission of failure.

It is apparent that these programs fill a significant need for the University community, and could, in fact, be expanded if the beneficial aspects of the program were promoted more extensively. Based on the data derived from the questionnaires, it is recommended that:

1. The teaching advisement and career consultation programs should be continued.
2. Consideration should be given to pooling available services provided by the University Counseling Center.
3) The services offered and the apparent positive impact on past users should be disseminated to faculty members on a general basis to promote awareness of the services.

ON-CAMPUS WORKSHOP SUPPORT

Workshops, retreats, and other presentations at Illinois State supported by the Kellogg Project have provided developmental opportunities for both presenters and participants. Approximately 30 workshops, retreats, and other types of presentations were supported each year. The average attendance at workshops was very high: Workshops sponsored by the Professional

Development Center had an average of 23 participants, and workshops sponsored by the Teaching-Learning Center had an average of 28. The departmental retreats were supported by the two Centers, consequently, both directors were involved. No attempt was made to determine the quality of presentations offered by each; instead, the overall effect of the Kellogg Project on presenters and participants was assessed.

The workshops and Kellogg-sponsored meetings, including "brown-bag" luncheons, are clear examples of the more visible Kellogg activities. Almost one-half of the faculty were aware of the on-campus workshops, and the "brown-bag" luncheon meetings. These data would suggest that the workshops and meetings provided one of the most prominent vehicles for the dissemination of information related to other Kellogg services.

The topics dealt with by the Teaching-Learning Center were, for the most part, directed toward the development of a sense of faculty "community" and the development of instructional procedures; however, the review of topics indicated little evidence of sequential development or evidence that the selection processes responded to the needs of the audiences. Each topic seemed to stand alone rather than reflect a concern for systematic development of of teaching skills. Similarly, one of the workshops--Cardio-Pulmonary Resuscitation--presented by the Professional Development Center seemed to be more relevant to presenter development than to career development. After the concept of the targeting was introduced, the workshops offered by the Teaching-Learning Center appeared to be more sequential and relevant to a particular purpose. Apparently the special nature of targeting requires a formal assessment of client needs and the selection of workshops to respond systematically to such needs.

Presenter Development. The primary types of support requested by presenters were site procurement and funding for printing. The Kellogg Project staff were asked to serve primarily as facilitators; however, advice about the presentations was requested in nearly half the cases. The quality of the supportive activities was rated favorably by the presenters. In particular, the Director's support was seen as significant to their presentation, but the contributions of the Kellogg Associates were rated as only average.

The quality of preparation and planning for the workshops was not done as carefully as one might anticipate from a project directed toward improved teaching effectiveness. Formalized or measurable objectives were absent from nearly all workshop plans. Similarly, formal procedures to evaluate immediate and long-term effects were absent generally. When they were included, the actual process was often vague, and significant data about effects were absent. While 40 percent of the presenters followed their workshop with some form of evaluation and 30 percent checked later on actual use by participants, such efforts were usually directed toward impressions of the workshop as contrasted to direct measurements of applications or consequences.

Most presenters reacted positively to the opportunity to present the workshop and to the response to their presentation; the average rating of workshop effectiveness by the presenters

averaged 4.8 on a 5-point scale. Some of the benefits of the experience included personal satisfaction and public relations for the Kellogg programs, acquisition of new ideas, opportunity to evaluate a content area, evaluation of a presentation strategy, and improved personal delivery skills. In addition, 60 percent of the presenters said they had received invitations to make similar presentations off-campus, and about one-half had made other on-campus presentations. Many felt that the presentation improved their status within their departmental evaluation system. Clearly, the opportunity to make such a presentation within the university community was a distinct development opportunity.

Workshop Participants. The analysis of the workshops topics indicated the presentations were designed to accommodate the needs of small groups, departmental units, and large groups. In addition, the meetings for the chairpersons and college deans were excellent opportunities to present information about other Kellogg services. The general quality of the workshops was rated extremely high (4.3 on a 5-point scale) over each of the three project years. The participants indicated that many of their expectations were met by the presentations with the ratings progressing from an average of 3.6 in 1976 to 4.3 in 1978-79; however, the average rating of the actual impact on teaching changes was only 3.1 over the three year period. Moreover, the ratings decreased from a mean rating of 4.4 in 1976 to 2.9 in 1978-79.

Participants rated the workshops as slightly better than other sources of information on the topics covered and were generally positive about the workshop program. Seventy-eight percent of the participants felt the workshop they attended should be repeated, and 87 percent also indicated they would attend future workshops. These sentiments were supported by the fact that the respondents had attended an average of 2.1 workshops presented by the Kellogg Project. Further, 59 percent of the participants indicated they had recommended Kellogg-sponsored workshops to other faculty members. Goldstein (1978) documented this "ripple effect" for some workshops.

While some faculty members recommended the workshops to others, they did not serve as the primary source of information; instead, it was reported that the information about the workshops was obtained primarily through Project literature, University media, and department chairpersons. Direct efforts by the Kellogg Directors, and Kellogg Associates did not have much influence on their participation. The decision to attend particular workshops was based primarily on the congruency between the personal interests and the topics for 60 percent of the workshop participants. Perceived needs in the content area and general interest accounted for the participation of the majority. The workshop participants recommended presentation of nearly 40 topics they felt would be of interest to other faculty in such areas as administrative skill development, teaching skill development, problems in teaching, program development, and career or retirement planning.

Recommendations. The data suggest the Kellogg-sponsored workshops and other presentations are valuable to both the presenter

and the participants. Presenters, in general, acquire new information, new skills, and new development opportunities as a consequence of the programs. Similarly, participants have many of their expectations met and use many of the acquired skills in their own activities.

Although the Kellogg Project primarily serves as a "broker" for workshop development, the support is excellent. There is the need, however, for increased involvement of the Associates in workshop planning. The design of workshops frequently lacks features that could increase their effectiveness and allow for some estimate of the effects. Specifically, the program designs do not have evidence of need, measurable objectives, and effective evaluation techniques. Nevertheless, the workshops are viewed positively by the majority of participants as their responses to the questionnaire suggest, the number of workshops they attend, and the fact that they recommend Kellogg workshops to others.

In view of the overall positive reactions by both presenters and participants to workshops and other presentations of the Kellogg Project, it is recommended that:

1. Workshops, brown-bag luncheons, and retreats should be continued for all faculty as well as the faculty in the targeted departments.
2. Workshop development should be preceded by a formal analysis of needs that, in turn, should be translated into precise, measurable objectives for the workshop.
3. Workshops should be followed by formal evaluation procedures that include both immediate assessment and later studies of participants' attitudes and behaviors.
4. A questionnaire including a series of proposed workshop topics should be submitted for review by chairpersons and faculty to determine which workshops might be most appropriate for each department. Provisions should be made to allow new topics to be added.

OFF-CAMPUS SUPPORT

The external support program of the Kellogg Project has taken a variety of forms. Ninety-two specific activities have been funded by the program: 19 guest speakers or program development activities have been supported, a similar number of opportunites were sponsored for Kellogg Associates, and funds exceeding $50 were made available to 54 faculty to attend off-campus programs. Off-campus support was awarded generally to individuals with tenure, to associate and full professors, and to individuals who had taught for four or more years at Illinois State. It was also apparent from the data that external support was not spread equally across departments, reflecting the different needs among disciplines that, in turn, may have affected the number of applications for support.

The primary sources of information about the external support program were the Kellogg Directors and the department chairpersons. It was significant that in the process of acquiring support for external activities from the Kellogg Project, 68 percent of the respondents indicated they had first solicited

departmental funds, 50 percent said they had solicited funds from the Instructional Development Program, and 43 percent reported they had attempted to obtain funds from their college. Despite the perseverance of a few to obtain support, it seems the availability of support from the Kellogg project was not well known--a premise supported by the general faculty survey that indicated only 16 percent of the faculty were aware of such support to participate in off-campus activities.

The participants in the external support program indicated the experience had a positive effect on their activities and that the content they derived would be valuable to their colleagues, although only one-third formally presented such information. Ninety-six percent indicated a willingness to do so if a session were arranged for them. As expected, almost all recipients recommended continuation of the support . Several faculty members provided comments that summarized their attitude toward the program:

> "Just continue--this made the difference of going and not going. As it was, I still paid $38.67 out of my pocket. I am grateful for the support received."

> "One can always say 'more money.' Aside from this obvious and understandable limitation, this conference support program is administered well and is widely beneficial."

On the other hand, as one recipient indicated, precise criteria for awards must be established to avoid negative feelings:

> "I found it very difficult to obtain even partial funding for my attendance at a very valuable conference. As a result, I was forced to seek the majority of my funding elsewhere."

Along with these commentaries, several individuals provided recommendations for improvements: (a) provide periodic information to departments about funds that are available, (b) provide a more explicit statement of what is expected upon return to campus, (c) provide a clearer statement of program goals, (d) provide seminars for the dissemination of information, (e) increase funds for travel, and (f) increase the number of grants.

Recommendations. The external support program provides a valuable contribution to Illinois State University, a contribution that extends beyond the allocations for external support in the departments. The awards are generally provided to individuals who are at the upper level of the University faculty structure, thereby limiting the opportunities for many individuals at lower levels who may need assistance. Such bias may warrant a review of the present policies. The fact that numerous faculty members investigate other sources of support prior to requesting Kellogg Project assistance supports the need for coordination among programs. Faculty members who must spend a great deal of time pursuing funds for an external project may become discouraged and dissatisfied with the entire process. Also, the absence of pre-

cise criteria for awarding external support could become a problem.

Inasmuch as the majority of the faculty members feel that what they have learned elsewhere may be valuable to others, some method should be created to provide such communication opportunities. If faculty development is to be optimal, it is necessary to fully capitalize on all activities supported by the program.

The extremely positive reaction to this program suggests that:

1. The program should continue and provide additional allocations of funds for individuals from those departments where greater needs exist.
2. A needs assessment should be conducted annually across all departments to determine the potential need for the service .
3. Criteria for awards should be explicitly stated and provided to all faculty members.
4. Coordination among programs for faculty development should be increased so that faculty no longer need to solicit support from a variety of sources.
5. Faculty members who receive external support funds should be provided with the opportunity (but not required) to make presentations about their experiences to their peers with support from the Kellogg Project.

TARGETING

With fewer faculty seeking individual assistance, and the Project staff increasing its "broker" service, the Director of the Teaching-Learning Center elected to shift toward a more concentrated faculty development approach--targeting. Two departments were selected after extensive discussions with the chairpersons: the Department of Geography and Geology, and the Department of Health, Physical Education, Recreation, and Dance.

It was decided to select an Associate to the Kellogg Project from Geography-Geology whose prime responsibility was to develop an individualized course sequence to fill a significant gap in the Department's program. A review of the sequence that was developed indicated a significant effort had been made to approximate a Keller program for individualized instruction in Geography. The program, with field testing and modification, could serve as a model for program development by other faculty members. The Chairperson was very satisfied with the current stage of development as well as the potential for expansion of the initial program to incorporate a variety of other media in the course.

The targeting concept in the Department of Health, Physical Education, Recreation, and Dance represented a more extensive approach to the resolution of departmental and individual needs. The process included extensive discussions with the Department Chairperson to determine how the needs of the Department might be met best. The steps taken included four basic activities: (a) the selection of an Associate from the Department, (b) the arrangement of a faculty retreat where the problems of the

Department were clearly presented, (c) an assessment of needs in the Department; and (d) the delivery of services to the faculty designed to respond to their needs. While the total impact of the targeting approach could not be determined at the time of the evaluation, certain data were available including the effect of activities conducted in response to the needs assessment, the perception of the activities by the participants, and the Chairperson's perception of the effectiveness of the targeting process.

The assessment of faculty needs revealed four major areas of interest: certification workshops, direct instruction workshops, personal improvement activities, and travel/convention support for faculty. In response, support from the Kellogg Project made it possible for 15 individuals to participate in certification workshops, 24 individuals were able to participate in direct instruction workshops, six attended a media workshop, six individuals visited public schools for observation purposes, one received in-class videotapes for self-improvement, five of the faculty attended the Midwest College of Sports Medicine, and four individuals received funds to attend a convention that was relevant to their field. In addition, the Teaching-Learning Center helped develop a two-day workshop for 20 field experience supervisors in the Recreation and Park Administration program.

The perceived effect of these programs and the level of faculty awareness of departmental needs and problems were assessed through the administration of a questionnaire to a random sample of faculty (25 percent). This group had been participants in a variety of "targeted" activities: 68 percent attended retreats in the department, 56 percent attended workshops or small group sessions on campus, and 44 percent attended off-campus workshops or conventions. Although small, the sample was representative of the individuals engaging in activities sponsored by the Kellogg Project.

The retreat at which departmental needs and problems were discussed apparently was effective. The quality of presentations was rated as good though they fell short of what was expected. The respondents indicated a high awareness of needs; however, they felt that the Teaching-Learning Center's influence on their awareness was marginal. Further, the respondents indicated the workshops resulted in the resolution of only "some" problems and had only a limited effect on their feelings about the status of their Department. Although the respondents expressed a strong desire for the Department to continue to address its problems, the need for continued involvement of the Teaching-Learning Center was rated as moderate. The Associate from the department played a key role and received a very favorable rating by the respondents. In addition, participants rated the activities sponsored by the Teaching-Learning Center as significant.

The workshops and conferences sponsored by the Kellogg Project received an average rating of 4.5 on a 5-point scale. The participants indicated many of their expectations were met and the workshops had great influence on their activities. Similarly, the participants in the visitation program found it to be useful. Some of their expectations were met by the activi-

ties, but most of the participants felt the assistance had little impact on their teaching.

The reactions of the participants would suggest that, while the activities were individually tailored, the programs were neither consistent with their expectations nor did they greatly influence their behavior. Yet, it is clear there was a generally positive impact on the participants, and the quality of the activities was rated favorably.

The ultimate value of the targeting program cannot be determined yet; nevertheless, several direct benefits have accrued to the Department as a consequence of the program. This observation is supported by the data, but, more importantly, by the Chairperson, who elected to support the continuation of the Associate from departmental funds during 1979-80.

Recommendations. The "jury is still out" on the value of the targeting process, but the method used to determine what individual faculty members want is a step in the right direction. The activities selected for responding to the needs are, for the most part, relevant and appropriate as indicated by the generally positive reactions of the respondents. Unfortunately, some activities do not meet fully the expectations of the individuals, or have much impact on the participants' professional activities. At present, the targeting procedure appears to be worthy of continuation to meet individual, departmental, and University needs. Presumably, the services used by the targeted departments will be needed also other departments. Therefore, it is recommended, that:

1. Current targeting attempts should be followed carefully to determine continuing impact.
2. New departments should be identified for targeting.
3. All faculty development opportunities should be used by members of the targeted department to resolve needs and problems.
4. Funds should be allocated to continue all aspects of the faculty development program for individuals who are not in targeted departments.

FACULTY SUPPORT PROJECTS

Several projects were initiated by Kellogg Associates to identify specific characteristics of programs and faculty at Illinois State University. The Arts in General Education project closely paralleled the targeting efforts of the Project. The initial activity was an assessment of needs in the fine arts that was followed by a series of workshops and other activities addressed to these needs. An excellent rationale for the "Arts in General Education" was developed in response, and preliminary steps were taken in the areas of teaching-learning and evaluation in the arts. The questionnaire completed by the participants in the retreats and workshops indicated they had a high level of awareness of departmental needs; however, they felt that the Teaching-Learning Center had minimal influence on their awareness. It was apparent at the outset that the participants

were well informed of many of the problems in their respective departments.

The Arts in General Education activities represent an initial thrust toward formal needs assessment and problem resolution at the college level. The Teaching-Learning Center seems to be having an impact in this area despite the paradoxical data about expectations that were not met or the absence of impact on activities--a finding that appears frequently in the evaluation. This program has the potential to become a model for other departments and colleges. Based on the available data, it is recommended that current activities in the Arts in General Education program should be continued, and that an evaluation system should be developed by which the impact of the Kellogg involvement in the program can be determined.

A Faculty Morale Survey, represented a major attempt to identify specific affective concerns of the faculty at Illinois State. The survey was an attempt to describe only the present status of the faculty at Illinois State; however, the responses suggest opportunities to improve morale. From this perspective, the survey could be valuable for continued program development.

The Evaluation of Teaching at Illinois State University, conducted in 1978, was an attempt to assess the nature of instructional concerns and practices of the faculty. The study, that involved 64 faculty members who represent instructional leaders, provided data on the characteristics of instruction in the University. From these data, it should be possible to develop a series of seminars that could lead to more effective instruction.

Unfortunately, it is not possible to indicate the full value of such a study to program development. Though the report has been formally presented to the faculty, the data have not been used sufficiently in the development of existing programs to make any judgment about the effects. It seems the study should be repeated to a larger sample with additional data being drawn that is related to student perspectives about the teaching of the faculty respondents. It would be helpful, also, if the study could be stratified by specific types of teaching situations.

DISSEMINATION

The Project committed extensive energy and resources to the dissemination of information related to faculty development at the state, national, and international levels, but it seemed that comparable emphasis was not made at the local level. The fact that support for external activities was obtained from the Kellogg Project by faculty members only after many other sources had been pursued suggests that information on available programs is not wide-spread on campus. Similarly, the limited use of the instructional and career advisement services might reflect the absence of local information dissemination. Therefore, an attempt was made to identify the primary sources and levels of information within the University, through the "General Faculty Survey" and by interviews with the college deans and department chairpersons.

General Faculty Survey. Data from the survey suggested that slightly less than one-half of the faculty had used Kellogg Project services. As respectable as this ratio was, it appeared that the number could be increased if more of the faculty were familiar with the services provided by the Project, such as professional on-campus workshops (45 percent were aware of this service), brown-bag luncheon meetings (43 percent), teaching resource materials (32 percent), advisement on improving teaching effectiveness (27 percent), support to attend off-campus conference (16 percent), educational leave program (14 percent), and professional career consultation (11 percent). Despite the limitations of the sample size, the survey revealed that information about available Kellogg Project services increased over time. Individuals in their first year at the University knew something about one service only. In the second and third year, they were aware of two services. And after the fourth year, approximately three services were recognized.

For individuals in their first year at the University, the primary sources of information were equally distributed among Teaching-Learning Center Associates, Project literature, and department chairpersons, with each accounting for approximately 21 percent of the program information. For individuals in their second year, the primary sources of information were University media and Project literature. While the two types of literature continued to serve as a primary information source for individuals who had taught at Illinois State for three years, introduction to the services by the Kellogg Directors proved to be a significant information source. The Kellogg Directors served as a primary source of information, followed by other faculty members, University media, and Project literature for faculty with four or more years of experience. It was apparent that the literature provided by the Kellogg Project and the University in conjunction with the information disseminated by the Kellogg Directors, department chairpersons, and other faculty members were the most significant vehicles by which information related to faculty development was disseminated.

The interviews with college deans indicated they were familiar with most of the Kellogg program options. All deans reported familiarity with the educational leave program and the on-campus workshops, and all but one said they knew something about the others. The primary sources of information for deans were the Kellogg Directors, the Associates, and project literature.

The department chairpersons had the greatest familiarity with available services. All of them were familiar with the educational leave program and the professional on-campus workshops. Approximately 90 percent were aware of the professional career consultation, the brown-bag luncheon meetings, and the advisement for improving teaching effectiveness. About one-half knew about the external support program and the teaching resource materials. The retreats and informal contacts with the Kellogg Directors were the means of communication with the chairpersons.

Recommendations. Based on these data, it is recommended that:

1. The dean and department chairpersons' retreats should be continued on an annual basis to provide information about the various features of the program.

2. A guide for use of faculty development services, with explicit criteria, should be developed for distribution to all faculty.

3. The faculty development newsletter should be reinstated and produced on a routine basis.

4. A plan for coordination of all existing faculty development services should be developed.

5. An orientation for new faculty members should be developed that includes an introduction to faculty development services and provides experience in the actual use of such services.

SUMMARY

The Kellogg Project has provided a valuable service to individual faculty members, departments, and the University. In the absence of commonly accepted standards of excellence in faculty development programs, any conclusions about "what might have been done" would be conjectural. Instead, the primary question to be answered is, Did the project meet its anticipated goals? On the basis of the data that were obtained to answer this question, it appears that:

1. The Teaching-Learning Center has been central to faculty involvement in the teaching-learning process at Illinois State University. In fact, the Center represents the only formal organization on campus that has concentrated its activities in this area.

2. The Teaching-Learning Center has provided a climate where faculty, on a voluntary basis, can improve their instructional procedures.

3. The Teaching-Learning Center has encouraged and supported several successful activities in writing and research about teaching.

4. The Teaching-Learning Center has provided faculty with extensive support and assistance in teaching.

5. The Teaching-Learning Center has provided some services and data which could be used in model development at other universities.

6. The Teaching-Learning Center has <u>not</u> developed the resource and materials center that had been proposed.

7. The Teaching-Learning Center has attempted to foster the development of a "sense of community" among individuals; however, the ambiguity of the concept and the lack of data prohibit formal assessment.

8. The Professional Development Center has provided support for faculty in the form of educational leaves, presentations, advisement, and external support.

9. The Professional Development Center has provided programs for faculty development toward career alternatives through educational leaves and advisement.

10. The Professional Development Center has developed limited materials for dissemination on faculty development and has provided a number of presentations related to the area.

11. The Professional Development Center has developed the basic elements for a model component of a faculty career development program.

12. The Professional Development Center has not developed documented procedures for the most effective use of faculty resources.

In other words, most of the projected goals have been met. In the advent of continued support and with program modifications, it seems that the program could meet all of the original goals. There are several areas that deserve substantial attention and improvement. Therefore it is recommended that the Project:

1. Develop more systematic procedures for the dissemination of information about available services.

2. Disseminate data about the value of participation in faculty development activities.

3. Conduct an annual assessment of needs of faculty members and University programs.

4. Write program objectives in measurable terms and show explicit relationships to evaluation procedures.

5. Request precise objectives and evaluation strategies from workshop and retreat presenters as part of the development of their program.

6. Establish a plan for the evaluation of all services on a continuous and long-range basis.

7. Conduct formal investigations of the effects of specific service alternatives for faculty members and programs.

8. Establish continuous evaluation procedures for determining the effectiveness of the total faculty development program at Illinois State University.

PROJECTIONS

While the preceding recommendations reflect existing needs for development in specific service areas, the evaluation process was also directed toward identifying future faculty and University program needs and faculty development program needs.

Faculty and University Needs. The General Faculty Survey and the interviews with college deans and department chairpersons contained a common question related to future needs for eleven services. The data indicate that the number of perceived needs of faculty members tend to increase over time.

The three areas receiving the highest ratings across the combined groups were funds to attend professional conferences, support in publishing, and information on proposal writing. The need for support in proposal writing was validated by a faculty survey conducted by the Office of Research Services and Grants which indicated that the workshops conducted by that office were perceived as relatively ineffective.

The need for developmental assistance in the three areas was supported by the ratings of college deans and department

chairpersons. In addition, both groups indicated a greater need for workshops on field-related topics, funds to develop new skills, and funds for improving existing skills. Department chairpersons and the college deans were in agreement on most areas; however, the chairpersons rated funds for conference attendance as the highest future need, while college deans rated leaves to develop new skills as the highest need. The department chairpersons also indicated a high need for workshops on techniques for effective teaching.

Of significance in terms of faculty development goals, faculty members and college deans rated the need for increased opportunities for informal peer interaction as low; the department chairpersons on the other hand, felt a need existed in this area. The low perceived need for this service by faculty was, in part, validated by the low usage of informal peer interaction situations funded and developed by the Teaching-Learning Center.

When asked to rank order three faculty development priorities -augmentation of skills, reinforcement for faculty, and retraining--both the college deans and the department chairpersons indicated retraining should be the lowest priority. The deans indicated that the highest priority should be placed on skill augmentation and development; the chairpersons felt that reinforcement of faculty should be the highest priority with augmentation being ranked as a close second.

These data indicate that most services provided by the Kellogg Project are perceived to be needed in the future by both faculty members and administrators. The priorities ascribed to specific areas should be used as guidelines for future program development. Two priority areas, for example, have not been extensively dealt with by faculty development programs in the past: manuscript preparation and skill development for proposal writing and research. This is not to suggest that the Kellogg Project should assume responsibility for these activities, but rather that the program should facilitate their delivery on a consistent basis.

Faculty Development Needs. Needs in the area of faculty development extend beyond the current scope of the Kellogg Project; which represents but one of many University support services. The review of existing University services, the internal operating procedures of the Kellogg Project, and the data from this evaluation indicate the need for increased coordination and accountability in the service delivery system.

While there are two discrete programs encompassed in the Kellogg Project, there are many program needs and objectives that are common to both. Yet, the interaction between the Directors on program decisions has been minimal. In the past, interaction occurred primarily through mutual involvement in Project presentations. Currently, a more systematic interaction is occurring in the provision of services to targeted departments and an expansion in other areas could provide extensive benefits for the University.

The review of Kellogg Project activities also indicated a distinct lack of research support for faculty to evaluate and test new instructional processes--a primary area of interest to

the Teaching-Learning Center. The development of new products for teaching and the development of teaching skills may have little effect if support is not provided for implementation and evaluation of the derived products and skills. Faculty development programs at other institutions have attempted to meet this need. For example, the Empire State College Program, provides released time and funds to individual professors to evaluate new teaching roles or courses (Lindquist, 1976). Consideration should be given to the allocation of resources for similar development at Illinois State University.

The appraisal of the Kellogg Project in terms of other internal faculty development programs indicated that:

1. The Kellogg Project provides a teaching process and skill development component to instructional programming with minimal product development or evaluation.
2. The Instructional Development Program provides a product development component to instructional programming with minimal process development or evaluation.
3. Media Services provides hardware support and software creation components to instructional programming with no teaching process and limited evaluation.

These units as a collective, coordinated set could provide a basic structure for the systematic development of instructional programs. Independently, each program provides significant services to faculty members. Unfortunately, at present, each program functions relatively autonomously with contact occurring primarily on an informal basis. Instructional development could be enhanced if, for example, the faculty member receiving support for product development also received coordinated support in process development, software development, and evaluation. Further, greater certainty of effective implementation would be provided to the University for the funds expended.

Considering existing systems for instructional development programs, such as, the Syracuse University Model (Diamond, 1976), and the data derived from faculty members at Illinois State University, the design of a comprehensive program for faculty development of instruction would require inclusion of other services:

1. "Applied" research funds would be required to provide for the evaluation of newly developed and implemented programs.
2. Library resources would be required to support faculty development of new instructional processes and products.
3. Computer services would be required for conducting needs assessments and data analyses.
4. A relationship with domestic and foreign universities would be required for efficient faculty exchange or continued study.

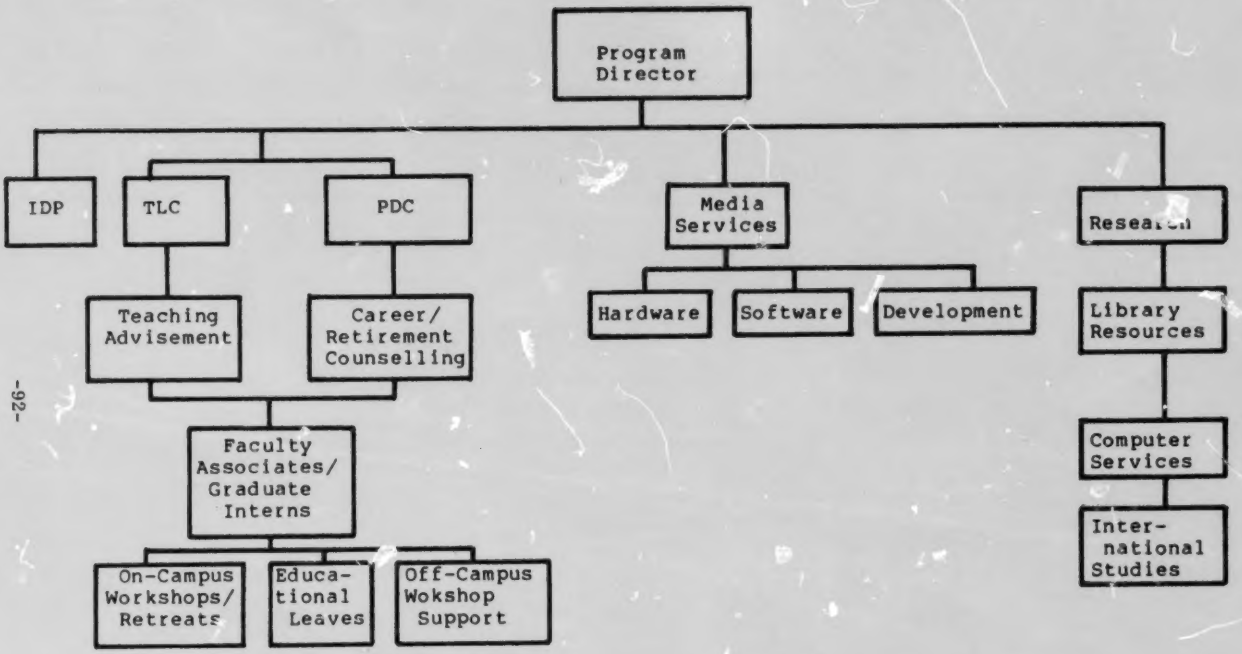
With the addition of these services to the three major components, a basic system for faculty development and implementation of new instructional programs can be created to include:

1. Needs assessment (Teaching-Learning Center/Professional Development Center)
2. Projected needs (Teaching-Learning Center/Professional Development Center)

3. Project objectives (Faculty member/Instructional Development Program)
4. Product Development (Faculty member/Instructional Development Program)
5. Process Development (Faculty member/Teaching-Learning Center)
6. Software Development (Faculty member/Media Services)
7. Program Implementation (Faculty member/Teaching-Learning Center)
8. Program Evaluation (Faculty member/Teaching-Learning Center/Research)
9. Program Revision (Faculty member/Teaching-Learning Center)

Serious consideration of a coordinated model for the delivery of faculty development services that would capitalize on the strengths and resources of existing programs at Illinois State University (Figure 2) is strongly recommended. The results could provide for the conversion of documented potential to innovative action.

Figure 2. Integrated Faculty Development Model



Chapter 6

KELLOGG PROJECT: EXTERNAL EVALUATION

Stanley G. Rives

External evaluation provides a cosmopolitan perspective that may not be possible at the local level and allows the opportunity to assess the accuracy of internal evaluation efforts. External evaluators have been involved in Illinois State's Kellogg Project at two stages: (a) in the creation of a scheme for evaluation of the two Centers, and (b) in the summative evaluation of the Project. Dr. Paul Dressel and Dr. Royce Knapp helped create the initial evaluation scheme. Dr. Jerry Gaff, author of Toward Faculty Renewal who is currently serving as Director of the Society for Values in Higher Education's Project on General Education Models, provided the summative evaluation. This chapter is concerned with the development of the evaluation plan and three external evaluations.

EVALUATION SCHEME: STAGE ONE

In the University's proposal to the W.K. Kellogg Foundation, a major goal identified for the second year of the project was establishment of a specific methodology for the evaluation of the program. Two external consultants were selected for this purpose: Paul Dressel, Associate Provost for Institutional Research at Michigan State University, and Royce Knapp, Regents Professor of Higher Education at the University of Nebraska. These men were selected for their knowledge about higher education issues generally and the evaluation of innovative efforts in higher education specifically. Moreover, both had prior knowledge about Illinois State University from earlier visits to the campus for other purposes. The institutional objectives were (a) to involve two respected national authorities who would serve as consultants to assist the University in the development of a plan for the evaluation of the project during its fourth year of operation, (b) to have this plan well defined prior to any specific attempts at evaluation, and (c) to develop an evaluation process and product that would have credibility with the higher education community.

The document--Evaluation of the Kellogg Project at Illinois State University: Professional Development Center, Teaching-Learning Center by Stanley Rives, John Sharpham, and Elmer Van Egmond--completed in December of 1977 is a basic product of the project. Because the document outlines clearly the approaches that were taken in the evaluation of the Illinois State University Kellogg Project, it is included in the Appendix.

Because this evaluation statement may have value to other institutions seeking to evaluate their own faculty development efforts, it is appropriate here to provide a brief description of its evolution. Dressel and Knapp visited the campus during

1976, the first year of the project. Each was provided an opportunity to meet the faculty and administrators who were involved in the project and to observe some specific project activities. Both consultants shared their views generously with the Project Director and the Directors of the each Center about how they thought the evaluation of such a project should proceed. Paul Dressel was also invited to draft a working paper on specific approaches to evaluation.

During the early part of 1977, the second year of the project's life, the focus shifted to the creation of a preliminary evaluation plan cooperatively developed by Rives, Sharpham, and Van Egmond. This draft evaluation plan statement drew upon the original proposal to Kellogg, the working paper submitted earlier by Paul Dressel, and a year of experience with operation of the project. Copies of the preliminary evaluation plan were sent to Dressel and Knapp for their critical review prior to a campus conference of all participants. A two-day work session was then arranged at Illinois State to allow time for the consultants to critique the plan and to reach agreement among all parties about the changes in the final version that were deemed necessary. The product of this process appears in the Appendix.

Finally, both consultants were invited to comment on this last version of the plan. Paul Dressel said: "I have read the final statement on evaluation of the Kellogg Project. I believe that this incorporates all of the suggestions growing out of our recent meeting. Both the project and its evaluation are well conceived." Royce Knapp stated: "I have read the proposed evaluation plan for Teaching-Learning Center and the Professional Development Center, and I believe the plan should produce considerable evidence on which to evaluate the programs. The project will certainly be one of the most carefully monitored that I have seen in higher education. The objectives are clearly stated and the activities fit the stated objectives so your records for evaluations should indicate the significance of the project."

EXTERNAL SUMMATIVE EVALUATION: STAGE TWO

After reviewing written materials on the Kellogg Project, Jerry Gaff came to the Illinois State University campus on April 30 and May 1 of 1979 to meet with individuals associated with the project. During these two days, Gaff held conversations with a total of 36 Illinois State faculty members and administrators to obtain their views on the value of the project. Those persons interviewed by Gaff included the Vice President and Provost, the Project Director, the Directors of the Professional Development and Teaching-Learning Centers, the internal project evaluator, the Chairperson of the Academic Senate and two other Senate members, a representative group of four departmental chairpersons, three faculty members who were Educational Leave recipients, two college deans and the Dean of the Graduate School, the Director of the Instructional Development Program, four faculty members currently serving as Kellogg Associates, three faculty Kellogg Associates from previous years, three of the presenters of Teaching-Learning Center workshops and five workshop participants, and a college dean and departmental chairperson from a

"targeted" department. The internal evaluator, Morreau, provided Gaff with a summary of observations from the evaluation that had been completed, but had not yet been translated into a written document.

Based upon his review of the available written materials and the interviews, Gaff provided Illinois State University with a summative evaluation report on May 15, 1979, in the form of a letter to the Project Director. Gaff's report is prefaced with a caveat:

> "First, I want to underline the limitations of a two day visit by a person from off-campus; although any visitor can get some insights about the operation of a program and make a legitimate evaluation report, he cannot know all of the relevant historical, contextual, and personal circumstances that surround it. For that reason, I would urge you to regard my comments as suggestions and thoughts rather than the definitive word on the various issues. Indeed, you and your colleagues have a much deeper understanding of issues and practices of the Kellogg Project and I think you should continue to rely on your own best judgments in deciding upon its future directions, with of course, consideration to the views of others, including evaluators."

By way of general observations, Gaff notes:

> "The Kellogg Project has, from my perspective, achieved all of its major purposes. This can be attributed to several factors. The program was well conceived and built upon past experiences at Illinois State University in regard to faculty and instructional development. It has enjoyed strong administrative leadership from key central administrators. It has effective leadership for each of the two programs, the Teaching-Learning Center and the Professional Development Center. A large number of different kinds of activities has been supported by these two Centers, consisting of a quite comprehensive program appropriate to a university of this sort. Large numbers of faculty members have become involved in one way or another in these activities, some of course, to a greater extent than others. And the institution has made a substantial commitment to this enterprise, including the impressive financial commitment to continue the activities after the termination of the grant. You and your colleagues should take pride in these several accomplishments."

The remainder of the evaluation report responds to a series of specific questions about the program posed by the Project Director. These questions and Gaff's responses follow.

Evaluation Methodology. Is the basic approach to evaluation of the project sound? Would you have confidence in the evaluative data being assembled by Morreau? Is there anything vital in the

evaluation of the Kellogg Project that has been overlooked? If so, what if anything can be done about it?

> "The internal evaluation being conducted by Lanny Morreau is extensive and will result in the compilation of a great deal of information about the effectiveness of the program. He worked hard to summarize many of the early results, and he shared with me his impressions, even though the results were not final. It appears that the methodology is sound, and as valuable as the information gathered by self-reporting mechanisms (such as questionnaires and interviews) can be. This is far more substantial evaluation than is usually conducted, and it's focus on the impact of the activities on participants (rather than merely describing activities and counting participants) is the kind that can truly advance our knowledge of the state of this young art. Because of the hastily assembled material, I am not able to determine whether some important issues have been overlooked. However, my suggestion would be to not look for additional things that could be included but rather concentrate on determining the things that you have been able to learn. The task ahead should be to synthesize the results into a short document that answers in plain English the basic questions faculty and administrators have about the programs. This compression of salient findings and widespread dissemination of them is where I would concentrate my time and energy. Further, as I mentioned, I think there is a useful professional publication that deserves the attention of those interested in faculty development."

Professional Development Center. Is the Professional Development Center a viable concept? Does the program have effective leadership? Should the program be continued? If so, would you recommend any changes?

> "The Professional Development Center is a viable concept, which from my perspective should be continued. Several faculty members who had leaves and department chairpersons whose colleagues in their departments had attended various workshops expressed satisfaction with the program. Apparently the majority of the leaves are arranged in large part between department chairpersons and faculty applicants, as the Director of the Professional Development Program has sought to make possible. Two implications follow. First, although it may have taken a good deal of time to establish these procedures, less time may now be needed to administer them. This means that the Professional Development Center Director ought to either add other activities related to career development or spend some time teaching, as he

mentioned in his letter to you. My suggestion would be to engage in a more active program of activities; this might mean becoming more proactive rather than merely waiting for leave applications, conducting interviews with several faculty about their careers, devising a series of 'growth plans' with individual faculty, or holding more workshops or seminars on various aspects of careers. Much more could be done in this area to develop fully the potential in career development. Also, while there has been modest retraining efforts within departments, the University probably will have to find ways to shift faculty across departments in the future. Efforts to deal with careers at the college or university levels would seem to be essential in the next several years, and little has been done in that area to date."

Teaching-Learning Center. Is the Teaching-Learning Center a viable concept? Does the program have effective leadership? Should the program be continued? If so, would you recommend any changes?

"The Teaching-Learning Center is a viable concept, which also ought to be continued. John Sharpham seems to have provided extremely capable leadership; there have been many workshops, seminars, and similar activities; and he seems to have acquired both visibility and a good deal of respect among his colleagues for his efforts. The data gathered by Lanny Morreau indicate that most persons involved in the activities of the Teaching-Learning Center derive benefits, and those most involved, especially Center Associates, derive the most benefits. I'd suggest continuing to involve a small cadre of individuals intensively in teaching-learning improvement efforts. Like many of us, the Director of the Teaching-Learning Center seems to have questioned the value of the university-wide workshops, and has tried to make greater impact by 'targeting' the resources of the Center on a few departments. This is reasonable and worthy of continued exploration; at least some of these departments seem to be markedly improved as a result of these concentrated resources. However, the evidence gathered by Morreau suggests that the workshops were rather effective; several demonstrable results occurred from them; there were some follow-up activities related to those experiences; and they probably helped faculty to experience, at least temporarily, a feeling that there was a community of teachers on the campus of which they were a part. I would suggest continuing to hold these workshops but to be more conscious and intentional about which ones to have than perhaps in the past. A

rationale for a program of workshops based on an analysis of needs--rather than mere faculty interest or availability of a workshop leader--can lead to a greater sense of what they can and cannot be expected to do. Finally, I think a program of research on teaching and learning issues, perhaps involving faculty members, could add depth to the work of the Center, increase its credibility, and assure that it addresses genuine campus needs."

Relationship of Instructional Development Program, Teaching-Learning Center, and Professional Development Center. What should be the organizational relationship of these three programs? Should the University have a single faculty and instructional development program or three relatively independent operations?

"The relationships between the two Kellogg Centers and the Instructional Development Program were matters of much concern. My inclination, as I mentioned in our wrap-up conversation, is to suggest that you combine the Teaching-Learning Center and the Instructional Development Program and put them under the leadership of John Sharpham. A faculty advisory committee, consisting of at least some former Center Associates, could be assembled to help fashion new policies, legitimate faculty ownership for the revamped program, and serve an important public relations role for the redefined program. Although the Professional Development Center could also be consolidated into this structure, I would leave it organizationally separate, as its conceptual and programmatic focus is somewhat different. However, I would strive to buttress its programs along the lines that I mentioned above. Here also a faculty advisory committee might help move beyond the mere awarding of leaves to make modest career shifts and deal with all the concerns that faculty members and the institution as a whole have about careers in these days.

"One final suggestion about 'targeting'. It seems to me that some of the resources of these programs should be targeted not just to structural units of the University, i.e., departments, but to functional needs. The development of University Studies (general education) is a major undertaking that should lay claim to some of the resources of these two programs. Indeed, I would venture that unless there are significant amounts of resources and expertise assembled by these programs, the renewal of general education will not get beyond tinkering with the graduation requirements at Illinois State University."

Kellogg Project and the Eighties. Given your understandings of (a) the nature of Illinois State University and (b) the issues that public institutions of higher education will face in the 1980s, what should be the major tasks of a faculty and instructional development program at this University in the next decade?

> "The future is always risky to try to predict, but since you asked, I would think that the fate of individual faculty members will be tied more intimately to the welfare of their institutions than in the past. Most faculty do not think institutionally, and therein lies the problem. The new general studies program requires more integrative thinking and collaborative work than most may be prepared or inclined to do. And my guess is that more retraining and career shifting will be required than anything you have seen yet. Programs that advance the mutual interests of individuals and institutions, i.e., growth plans, interdisciplinary programs, redesign of departmental offerings to meet strict criteria of general education courses, etc., should prove to be especially valuable."

TWO OTHER EXTERNAL EVALUATIONS

Two other external evaluations of the University's Kellogg Project deserve attention: A 1978 assessment of the Professional Development Center by the North Central Association Evaluation Team, and a 1979 evaluation report on the project by the Center for the Study of Higher Education at the University of Michigan.

North Central Association Evaluation Team Report on the Professional Development Center. During 1978, Illinois State University experienced a routine accreditation visit by the Commission on Institutions of Higher Education of the North Central Association, the midwest regional accreditation agency for colleges and universities. The NCA Evaluation Team Report identified the Kellogg Project as one of ten institutional strengths: "The University's faculty development program, initiated with the assistance of the Kellogg Foundation, is an innovative and constructive effort to maintain faculty vitality." In its detailed report, the Evaluation Team elected to comment on a few institutional programs. The Professional Development Program was one of the programs singled out for evaluation, although the Team did not elect to provide a similar commentary on the Teaching-Learning Center. Thus, one should read "Project" in the following report to mean Professional Development Center.

> "The high faculty morale at Illinois State University may be due, at least in part, to the quiet success of this Project which has enabled the University to re-train faculty members who have found their areas overstaffed; thus moving them into related disciplines or into other less crowded phases of their own discipline. Still very new, the Project was begun March 1, 1976.

"The theory behind the Project is simple yet effective. A faculty member who finds his or her area of expertise overstaffed works with the director of the Project to find a related area which needs staffing. Then the faculty member applies for a grant from the Project to assist with preparation for work in the new area. Sometimes the grant is coupled with a sabbatical leave, in which case it may extend for a full academic year; in other instances, the faculty member may simply take a brief course in the summer or a series of brief courses. In practice, the faculty member's time is bought by the Project from the faculty member's department, with the consent of the departmental faculty and of the dean, provided that the project plan will lead the faculty member into a different assignment within the University in a less crowded field.

"For example, a specialist in English literature and composition may prepare for a position as a teacher of English as a second language; a teacher of agriculture takes short courses in agricultural safety; a German professor from the laboratory school attends the University of Wisconsin full time for one semester to convert the professor's specialty from German language to German culture; and a mathematics professor has a one-fourth released load to develop curriculum materials and approaches for teaching mathematics to handicapped children who have been 'mainstreamed' in the public schools.

"It is programs like this one which enable universities with stable or even falling enrollments to utilize their faculty members most effectively--and which enable faculty members to survive with stability and dignity in a tight and shifting job market.

"The only area of concern for the Project lies in its sliding scale of financing. The Project is not heavily funded in total figures, and the burden of funding is rapidly shifting from the Kellogg Foundation to Illinois State University. In the first year of the Project, the Kellogg Foundation paid 90% and the University 10%; this year the funding is 50-50; and, in the fifth year, the University must assume all responsibility for the funding. There is guarded optimism that it will do so; if it does not, faculty morale, especially in overstaffed areas, will decline sharply."

Michigan Center for the Study of Higher Education Report on the Kellogg Project. During 1979, Illinois State University cooperated with the Center for the Study of Higher Education at the University of Michigan in its national study of faculty and in-

structional development programs. Illinois State's program was selected as one of a few national programs for a "case study" approach by the Center. Following a campus visit, the Center submitted a draft of their case study observations that includes the following comments in a section on "Preliminary Assessment":

> "The entire Kellogg Project has been marked from the start by a scrupulous attention to evaluation and strong support from the central administration. This has allowed it to evolve in somewhat an organic fashion as programming ideas are tested and feedback is gathered from the academic community-at-large. The movement away from broad-based workshops on teaching improvement and towards targeting in the departments is an example of a corrective restructuring within the Teaching-Learning Center and exemplifies a concern for the best possible utilization of resources. In addition, the increasing concern within the Professional Development Center for larger personnel issues represents this type of development.
>
> "There appears to be a growing realization among members of the administration of the difficulties inherent in a program focused on faculty retraining. While there is almost universal agreement that faculty involved in the Educational Leave Program have benefited, all requests for educational leaves have involved intradepartmental shifts. No faculty member has sought retraining in order to move from one discipline to another. Also, Illinois State University's tenure, evaluation and salary review system, beginning with departmental committees, makes some individuals reluctant to spend time away from their departments to engage in retraining activities.
>
> "As for the Teaching-Learning Center, clearly the most successful aspect of the program in the eyes of the Director has been the Associates program. This has helped to insure that an increasing number of faculty are provided an opportunity to become aware of a variety of issues germane to the teaching-learning process. In addition, utilization of the Associates in the early planning of the project has helped to insure faculty support. Some tension has occurred, however, where earlier Associates have returned to the department and, in view of their new found expertise, have expressed reservations over the direction of faculty development efforts at Illinois State University.
>
> "Along with the Associates program, the major departure from traditional programming in this area is the recently instituted strategy of targeting departments. On the face of it, this approach holds great promise, particularly for the

concentration of resources, but it remains for future study to bear this out.

"One issue currently being raised by the Director of the Teaching-Learning Center but as yet unresolved is whether the Center should move to hiring a professional staff person to fill that role. While an individual with strong faculty credentials may be been an asset in the early phases of the program, the time may be propitious for looking to someone with broader expertise in the areas of instructional design and development."

A concluding section on "Future of the Program" states:

"The administration at Illinois State University seems to be deeply committed to continuing the two major programming thrusts of the Kellogg Project. The sense that these augment the efforts of the Instructional Development Program still pervades conversations with members of the staff and the central administration. However, while the two major programs may remain, it is difficult at this point to predict how, precisely, they will be structured. In keeping with its original grant proposal, the Kellogg project is involved in a year long self-evaluation. This has every appearance of being a sincere effort to discern where positive effects have occurred and where necessary restructuring may yet have to take place."

Chapter 7

FUTURE OF FACULTY AND INSTRUCTIONAL DEVELOPMENT

Stanley G. Rives

Academic innovations have varied histories in terms of their impact on higher education; some reform movements might be characterized as little more than passing fads, while others have had a lasting effect on the mainstream of academic life. Faculty and instructional development programs have the potential to fit the latter category because they affect the heart of the academic enterprise, the teaching-learning process.

Previous chapters have traced the history of faculty and instructional development efforts at Illinois State University and have provided a description and evaluation of the institution's Instructional Development Program, Professional Development Center, and Teaching-Learning Center. What remains is observation about the future of faculty and instructional development. The purposes of this chapter are (1) to describe the administrative organization of the Illinois State University Faculty and Instructional Development Program, a reorganization of the Instructional Development Program, Teaching-Learning Center, Professional Development Center, and Media Services which has grown out of an evaluation of these activities over the past decade, and (2) to describe what has been learned about such developmental activities at Illinois State that may be of value to other institutions of higher education.

A STRUCTURE FOR THE EIGHTIES: FACULTY AND INSTRUCTIONAL DEVELOPMENT PROGRAM AT ILLINOIS STATE UNIVERSITY

Continuing financial support for the Kellogg Project and the appropriate integration of the other elements of the institution's total faculty and instructional development effort have been pervasive concerns during the past few years. It was agreed that a resolution of these issues would be a part of the final evaluation of the Kellogg Project.

Financial Considerations. In the absence of continuing financial support, questions about the most effective organization of faculty and instructional development endeavors are irrelevant. A basic question, therefore, is: How successful has the University been in securing funding for continuation of the Kellogg Project? As the evaluation document (see appendix) states:

> "Another final consideration is continuing financial support for the Project. By design, the financial support for the program was structured so that the University assumes a progressively larger

share of its financial support. In the first year, basically all support costs were assumed by the W.K. Kellogg Foundation. In the second year, the University assumed 25 percent of the cost; in the third year the University assumed 50 percent; the fourth year, 75 percent; and then all costs are assumed by the University in the fifth year and beyond should the Project be continued."

The University obtained the resources necessary to continue the program, largely from externally approved budget requests and partly from modest internal reallocation. Favorable internal and external evaluations provide reasonable assurance that funds secured for this purpose will be used effectively by the Teaching-Learning and Professional Development Centers in the context of a newly organized Faculty and Instructional Development Program.

Three observations about the ability to obtain continuing financial support are warranted. First, the gradual transition of financial support from grant to regular institutional funds ("soft" to "hard" dollars) designed into the project from the beginning has been instrumental in securing continuing financial support in the tight fiscal situation that has confronted Illinois public institutions of higher education in recent years. Had the project been designed to be totally supported by foundation funds for four years and then totally by the University, it is doubtful that the program would have secured the necessary fiscal support in the transition year. Second, obtaining each phase of financial support justifiably required annual accounts of the progress of the project to the University's Board of Regents and to the Illinois Board of Higher Education. This accountability, along with required annual reports to the Kellogg Foundation, created a need for a continuing evaluation of the program rather than a "once only" final summative evaluation. Third, it was understood from the point of project initiation that, while securing continuing financial support would be one criterion for evaluating the project, securing such support would not by itself guarantee continuation of the program; rather, the summative evaluation would determine the worthiness of continuing to use these resources to support either or both the Professional Development and Teaching-Learning Centers.

Organizational Considerations. With continued financial support available, questions about the best organization of the enterprise are relevant. The issues are identified in the evaluation plan for the Kellogg Centers:

> "One final consideration in evaluation of the Kellogg Project must be the most effective organizational structure for conduct of faculty and instructional development at Illinois State University. Several considerations are relevant. First, what is the best organizational structure for conduct of existing activities of the Professional Development and Teaching-Learning Centers? Are these, in fact, discrete functional entities which operate

best with separate program directors, or are activities so interrelated as to require a single administrative unit? Second, the two Centers represent only a part of the total institutional effort toward faculty and instructional development. A third component is a separate Instructional Development Program....Should the instructional development function be integrated into a continuing Kellogg Project? Third, the Professional Development Center, the Teaching-Learning Center, and the Instructional Development Program now report administratively to the Associate Provost and Dean of Undergraduate Instruction....Is this the most desirable administrative reporting relationship and how might any answers to the first and second considerations above affect the best answer to this question? Fourth, the combined activity of the Professional Development and Teaching-Learning Centers have come to be identified as the Kellogg Project, partly because of a desire to identify the programs with their external source of support. Should the programs continue in their present or modified form, a decision dependent upon completion of the summative evaluation, what permanent nomenclature should be attached to the program?"

Since the summative evaluation established the worth of the Kellogg Project, answers to all four organizational questions are appropriate.

Are the Teaching-Learning and Professional Development Centers discrete functional entities which operate best as separate programs or are their activities so interrelated as to suggest a single administrative unit? Though the proposal to establish the Professional Development and the Teaching-Learning Centers treated each as separate units with unique functions, four years of experience with the project has demonstrated that there are many relationships between the two programs. The two program directors have worked cooperatively on a number of projects; nowhere has this been more clearly demonstrated than in "targeting," where it proved to be important to bring the resources of both Centers to bear upon dealing with the problems of a single academic department. This cooperation has been facilitated by being housed in proximity to each other and the project secretary in the same small campus building. Further, though the name was never formally proposed, faculty have generally perceived and referred to the program as the "Kellogg Project." Though there have been honest differences of opinion among project personnel and external evaluators, a consensus has emerged that it is desirable to retain the Teaching-Learning and Professional Development Centers but to relate them formally within a larger Faculty and Instructional Development Program with one administrator responsible for the total program.

Should the Instructional Development Program remain a separate entity or be integrated into the total program? Over the years, project activities of the Instructional Development Program and the Centers, particularly the Teaching-Learning

Center, frequently complemented each other. A particular faculty member seeking Teaching-Learning Center assistance to improve teaching effectiveness, for example, may need access to resources available through the Instructional Development Program to accomplish the objective. Even though the two programs were not linked directly, except as both program directors have reported through the Associate Provost and Dean of Undergraduate Instruction, communication between the Kellogg Project and the Instructional Development Program was maintained. This reduced, but did not eliminate, the potential for duplication or neglect; it also did not assure the availability of services in a single location. Again, a consensus emerged that the coordination of services provided to faculty is better promoted by integration of the Instructional Development Program into the new Faculty and Instructional Development Program. Further, since many relationships exist between Media Services and Instructional Development, a decision also was made to integrate Media Services into the redefined Faculty and Instructional Development Program. This determination was made primarily for three reasons: (1) a desire to strengthen the instructional development functions of Media Services, (2) a desire to reinforce the nature of Media Services as a service unit to the faculty, and (3) a desire to provide instructional design and evaluation services to faculty through Media Services. The decision was also made with an awareness of the success of such integrative efforts on other campuses, such as the Syracuse University Center for Instructional Development.

What is the best administrative reporting line for the Faculty and Instructional Development Program? The Instructional Development Program and the Kellogg Project were initiated by and reported to the Associate Provost and Dean of Undergraduate Instruction, to whom the Director of Media Services also reported. Given the decision to create a unified Faculty and Instructional Development Program, it also became necessary to decide to whom the program should report. Bluntly, a clear answer to this question was obscured by the departure of Provost James Horner, who assumed the presidency of Central Missouri University in June of 1979, and the appointment of the Associate Provost and Dean of Undergraduate Instruction as Acting Provost. In this interim situation, the decision was made to have the Faculty and Instructional Development Program report to the Acting Provost. The Director of the Teaching-Learning Center, John Sharpham, was selected to head the new unit.

Though the interim arrangement will be open to future consideration, there appear to be good reasons to have such a program report to the chief academic officer of an institution. Such an arrangement communicates to all concerned that the institution considers faculty and instructional development a high institutional priority. From the standpoint of increasing faculty participation in such a program in a university setting, it is desirable to have the unit located in the central administration rather than in a particular college--faculty from the College of Arts and Sciences are not as likely to participate if the program is housed in the College of Education and vice versa. The analysis also holds true in a college; it is more

desirable to have the unit reporting to the academic dean of the college rather than be housed in an academic department.

What is the appropriate title of the administrative unit? The original proposal to the W.K. Kellogg Foundation indicated that the Professional Development and Teaching-Learning Centers would form a Human Resource Development unit. Interestingly, this title subsequently appeared only in financial accounts and the program quickly became known on campus as the Kellogg Project. With a decision to integrate Instructional Development, the two Kellogg Centers, and Media Services, a new title was created--the Faculty and Instructional Development Program. As a title, it has the disadvantage of being too long, and faculty may yet determine to "peg" the program as the Kellogg Project. It has the advantages, hopefully, of communicating the evolutionary nature of the program that has developed at Illinois State University and of communicating a more precise meaning to external audiences. More important, the title intends to communicate that the University does have a single, coordinated faculty and instructional development endeavor--something that both intuition and evaluation have indicated to be essential as the University faces, along with every other institution of higher education in the United States, the decade of the eighties with its prospects for stable or declining enrollments and resources.

PRINCIPLES OF FACULTY AND INSTRUCTIONAL DEVELOPMENT

A decade of campus experience with faculty and instructional development programs and evaluation of these programs has yielded some principles that should be of value to other colleges and universities, whether these institutions are beginning to organize such an effort or are at some later stage in the development of a program. In considering these principles, one must be aware that every campus is unique, that what is effective and workable on one campus will not necessarily be effective on another. The investment of resources in faculty and instructional development at Illinois State University by both the State of Illinois and the W.K. Kellogg Foundation demands that what has been learned from this experience be communicated to others. The experience can be refined into a few principles.

1. Programs Should Be Based on Identified Needs of the Faculty and the Institution. In creating a faculty and instructional development program, it is important not to adopt a program simply because that program has proved successful at another college or university. A good program for a particular institution will respond directly to specific needs of that insitution at the time the program is being initiated, particularly the needs of faculty members. A needs assessment will therefore be a vital first step: What are the missions of the institution? What is the relative importance of instruction in the institutional mission? What services are and are not available to faculty members in support of improving the teaching-learning process? What kinds of support do faculty

members feel would be useful that are not currently available? Does the institution contemplate basic changes in mission, student clientele served by the institution, or staffing needs in the future? Clear answers to these and other questions should be a first step in the planning of a new program. In the case of an established program, there is the danger of thinking that once an assessment of needs has been completed, such work is no longer necessary. In fact, as the evaluation of the Illinois State project indicates, an annual assessment is appropriate to assure that essential services are being provided.

While the needs assessment should be unique to the institution, there is some merit in examining what has proved to be successful and what has failed at other similar institutions. The Director of the Teaching-Learning Center at Illinois State, for example, feels that he learned most from program directors at comparable state unviersities by posing the question, What have you tried that didn't work? What will work at a comprehensive state university that emphasizes research and graduate programs will probably be an inappropriate model for a liberal arts or community college. The Illinois State experience with the Instructional Development Program and the Kellogg Project indicates that external consultants who know about faculty and instructional development programs at other colleges and universities are extremely useful in helping the University determine whether its program is being effective in meeting institutional and faculty needs. Experience suggests that an initial needs survey is critical in the design of a program, that determining the extent to which such identified needs are being met by the program is important in the evaluation, and that a continuing method of needs assessment--probably annually--is equally vital.

2. Programs Should Be Designed to Serve Both Individual and Institutional Needs. When the Kellogg Foundation approved the grant to establish the Professional-Development and Teaching-Learning Centers, a Faculty Advisory Committee for the project was established and given, as its first charge, responsibility for serving as a screening committee to select the Directors of the two new Centers. This committee took its responsibility quite seriously and, prior to interviewing candidates for the positions, held a series of discussions to determine how each member felt the project should function. A central issue that emerged in these discussions was whether the project should function primarily for the benefit of individual faculty members or primarily for the benefit of the institution. Some members argued each point of view, with consensus emerging only that it would be ideal if the two interests could be conjoined whenever possible.

Certain practices have followed from this position. In the case of the Teaching-Learning Center, for example, the Director and the Advisory Committee jointly determined that there should be no direct relationship between the Center and the faculty evaluation system, except as the faculty member involved might request that the Director communicate with his or her departmental faculty evaluation committee (Department Faculty

Status Committee). Similarly, the Director has not provided information to a department chairperson or Faculty Status Committee unless specifically authorized to do so by the faculty member. The faculty member has remained free, of course, to indicate involvement in Teaching-Learning Center activities in an annual report required as a part of the faculty evaluation system.

In the case of the Professional Development Center, the issue has been even clearer: Should educational leaves be approved primarily for the benefit of the faculty member or primarily for the purpose of meeting institutional staffing needs? The principle of faculty voluntarism has been rigorously adhered to in this program; only faculty members who have sought retraining opportunities have been provided educational leaves. In no instance has a faculty member been required to take an educational leave to prepare for a staffing need existing in an academic department. Since there have been more applications for educational leaves than could be approved with resources available, those leaves that have been approved have each met institutional needs.

Experience at Illinois State indicates that the issue may be more theoretical than real, that there are many good proposals emerging from faculty members that do conjoin individual and institutional interests. The situation is understandable in that most faculty members enter the profession for a set of generally altruistic reasons. There also seems to be an increasing recognition on the part of faculty, particularly in this era of stable or declining enrollments and lack of faculty mobility, that individual and institutional interests are more conterminous than in the past. Because of this joint interest, the faculty and instructional development program at Illinois State has been designed to serve the needs of both the University and its faculty, with perhaps an edge to meeting institutional needs where other factors, such as the quality of a particular proposal, are equal.

3. Programs Should Have Clear, Attainable Goals. The establishment of clear goals is an important condition for a successful faculty and instructional development effort. Experience suggests that the preparation of a written proposal to establish a program is a valuable exercise. Such a proposal should specify (a) faculty and institutional needs that provide a rationale for establishment of the program, (b) goals the program will seek to accomplish, (c) specific activities of the program designed to accomplish these goals, (d) resources that will be required to support these activities, and (e) evaluation processes by which to develop the program on a continuing basis. A real danger in such planning is that one may seek to accomplish too much in too short a time with too few resources. For this reason, the proposal should stress attainable goals over a reasonable time period and within the level of available financial support. No college president or academic dean should expect the creation of a faculty development program to solve long-standing problems of an inadequately defined institutional mission, poor faculty morale, an outdated curriculum, or an

inadequate institutional budget. The focus should be more limited.

In the area of curriculum for example, a reasonable goal for a newly-established program might be to provide resources for faculty members to experiment with new approaches to teaching particular courses. A specific activity to accomplish this goal might be to establish a small grant program whereby faculty submit proposals to a faculty committee which evaluates these proposals and allocates funds directly to individual faculty members to complete their projects. Such a program can be initiated with very modest resources and can be expected to be effective. As noted in Chapter 1, John Centra (1976) found that such grants to faculty members for developing new or different approaches to courses and teaching are both highly rated and extensively used. With experience in operating a program of this type, a more ambitious goal might subsequently be established, such as providing resources for faculty members to revise curricula or develop new academic programs. Specific activities to accomplish this larger objective will require more resources, probably "released" or "assigned" time during the regular academic year or summer employment for a group of faculty to either revise an existing curriculum or design a new academic program. The argument that such resources are not needed because curriculum revision is a normal expectation of faculty may account for the snail's pace of curriculum reform in American higher education. Nevertheless, several years of experience with direct financial support for course and program revision might provide an institution with a current curriculum attractive to students and faculty alike. What began as a set of modest goals and activities can, over time, achieve a much larger goal.

Time devoted to defining goals and then planning activities to accomplish these goals is a wise initial investment of time and effort in any faculty and instructional development program. The tests should be clarity and achievability, proceeding from limited to more complex goals as availability of resources allows. The approach obviously calls for periodic reassessment of goals on the part of established programs. Finally, unless specific goals are defined, there is no meaningful basis for evaluation. The experience at Illinois State University suggests that an evolutionary development from quite modest instructional development goals into a comprehensive faculty and instructional development program is a desirable model.

4. Programs Should Have Staff and Financial Support Adequate to Achieve Defined Goals. The corollary proposition to defined goals is adequate resources. By way of illustration, a goal established for the Professional Development Center was "to develop and provide programs to help faculty members prepare for new or different professional responsibilities which meet individual or institutional needs or both." An objective growing out of this goal was "to establish an educational leave program supporting faculty members during a period of training to meet new career objectives." Accomplishing the task required making the resources available to fund the Educational Leave Program at an approximate cost of $54,000 a year--a figure calculated by

estimating three year-long or six semester-long leaves at an average faculty position salary level of $18,000 each. While the program costs might have been absorbed by redefinition of the institution's sabbatical leave program to accommodate educational leaves, a conscious decision was made not to do this, primarily because a large demand already existed for faculty use of the sabbatical program for research purposes. Establishing a new program out of resources devoted to a valid existing program is risky business that may hamper the new program seriously at the beginning. For the Educational Leave Program to work at Illinois State--and the evaluation evidence suggests that it has established its merits--required significant investment of resources.

In the case of the Teaching-Learning Center, the design of the program called for both the employment of a professional staff Director of the Center and the involvement of several faculty members as Kellogg Associates in Center activities. Implementing this plan called for an investment of approximately $50,000 during the first year of the project, including the Director's salary and the purchase of 1.5 full-time-equivalent faculty positions from academic departments to serve as the Kellogg Associates. Again, a conscious decision was made to fund the program explicitly rather than try to operate the program out of the "hide" of faculty members by making it an add-on function to normal teaching, research, and service functions.

The goals established for the Professional Development and Teaching-Learning Centers warranted the total level of financial support for the Kellogg Project, an annual commitment of approximately $175,000 including salaries of the two Center Directors, faculty time for the Kellogg Associate and Educational Leave programs, and other support services. When costs of the Instructional Development Program of approximately $160,000 a year are added to the Kellogg Project costs, Illinois State University is committing about $335,000 annually to its Faculty and Instructional Development Program, exclusive of the budget for Media Services. No argument is made here that it is necessary for a particular institution to devote more or less than this amount to faculty and instructional development. Rather, what is suggested is that appropriate resources be devoted to what the institution has defined as the goals of its program or that goals be limited to what can be accomplished with available resources.

Experience indicates that it is desirable to employ professional staff to implement a faculty and instructional development program, that it is desirable to fund a program from new resources rather than from internal reallocation, that a program with limited objectives can be initiated with a very modest investment of resources, and that it is desirable to expand program goals and activities incrementally as additional resources can be made available to the program. In addition, when a program is begun on the basis of a government or foundation grant, it is highly desirable to plan financial support so that program costs are gradually phased into the institution's regular budget. In the absence of such a plan, the program may disappear with its source of funding. The total cost

of a program will vary with the size of the institution as well as with the scope of program goals. If a general guideline is useful, an institution can develop an adequate program with approximately one-half of one percent of the total institutional budget and it can sustain a comprehensive faculty and instructional development program with approximately one percent of its total operating budget.

5. Programs Should Eventually Have Both Instructional Development and Faculty Development Dimensions. The terms "instructional development" and "faculty development" have come to be nearly synonymous in common usage. The distinctions between faculty, instructional, and organizational development made by Gaff (1975), however, are useful and have been confirmed by the experience at Illinois State. While improvement of the teaching-learning process is the central concern in all activity, the Instructional Development Program has focused on making resources available to faculty for improving specific courses and curricula, and the faculty development-centered Kellogg Project has concentrated on providing resources toward more general or pervasive concerns such as teaching methodologies, staffing needs, building a sense of community among faculty, and--particularly with the introduction of the "targeting" concept--organizational development. Although Gaff's concepts of faculty, instructional, and organizational development obviously interact in their focus on improving the teaching-learning process, the experience at Illinois State University suggests that an evolutionary process is worthy of consideration.

On the assumption that an institution has limited resources to invest in its faculty and instructional development program, or even that it will be making a reasonable request of an external agency to provide financial support to institute a new or expand an existing program, the following sequence of program development is recommended:

First, if not already in place, provide a sabbatical leave program and travel funds for faculty attendance at professional conferences. These long-standing practices in American higher education are in place at most colleges and universities and their existence is fundamental to any further program endeavors.

Second, provide an instructional improvement grant program in that individual faculty members may apply for and receive funds for projects that they design to improve their teaching effectiveness. Proposals should be evaluated by a faculty committee. Enough funds should be made available so that faculty stand a reasonable chance of having good projects approved. A rough guideline would be that at least half of the proposals submitted should be approved, although specific budgets for individual projects should be negotiable. This program would not provide faculty time, but would provide support funds in areas like contractual services, printing, commodities, travel, student help, and equipment for functional purposes like videotaping classroom lectures for later analysis, bringing relevant guests into classrooms, preparing and distributing new course syllabi or instructional materials for use by students, developing a self-paced instructional module, visiting potential sites for student

internships, creating slides or tapes to illustrate a particular lecture, having students tutor other students who are experiencing difficulties with grasping concepts or developing skills, and visiting other institutions or attending conferences focusing on teaching the discipline.

Third, provide an instructional improvement grant program in which faculty members receive a reduced load or summer employment for larger scale instructional improvement projects. These proposals also should be evaluated by a faculty committee and their focus should be on curricular reform--modifying existing courses, updating the curriculum in an existing program, or development of a new academic program. The program should be designed to support activity beyond what faculty members could reasonably be expected to accomplish with a regular full-time teaching load.

Fourth, employ a professional staff member and create a teaching-learning center. The professional staff member should assume responsibility for instructional development programs already in existence and work with faculty to plan workshops, seminars, and other activities deemed useful by the faculty. Where an audio-visual services or media services unit exists, consider making this unit a part of the new center. Provide resources for the center to have faculty members from a variety of departments spend time in the center to work with colleagues on an individual basis to improve their teaching, plan and implement seminars, and evaluate the effectiveness of various programs.

Fifth, employ another professional staff member and institute a faculty professional development center and educational leave program. The professional should provide career counseling for faculty and supervise a leave program to prepare interested faculty members for different responsibilities appropriate to the changing needs of the institution. Provide resources either through an educational leave program or through a sabbatical leave program in which retraining is defined as a legitimate purpose of such leaves, or even a combination of both.

Sixth, coordinate all existing faculty and instructional development program efforts into a single administrative unit to evaluate the relative effectiveness of specific programs, conduct regular needs assessments, and plan and implement a well-defined and coordinated program. Place this unit administratively so that it reports to central administration.

Experience at Illinois State also confirms Centra's (1976) findings that outstanding teaching awards, student evaluation of teaching effectiveness, and the circulation of newsletters about teaching are not particularly effective as mechanisms for improvement of instruction.

6. Programs Should Have Demonstrated Support from Institutional Leadership and Strong Internal Leadership. Faculty and instructional development programs cannot function effectively without the support of institutional leaders, particularly the president, academic deans, and department chairpersons. These academic leaders must be agreed that teaching is central to the mission of the institution--a position which they must reinforce

in formal and informal communications with faculty--and that support of faculty and instructional development is an appropriate expenditure of institutional funds. Illinois State's developmental efforts since 1969 have been benefited by very strong, demonstrated support from a series of presidents, provosts, and college deans. The level of support from department chairpersons has varied from strong interest and support to tacit disapproval or disinterest, and the level of departmental faculty participation is related to attitudes reflected by department chairs. Central administrative support has proved to be particularly useful in securing grant funds and in moving financial support from the Kellogg Foundation to general revenue funding. Experience suggests that unless and until institutional leadership can provide strong, demonstrated support for the effort, it would be well not to plan any extensive faculty and instructional development program activity.

In addition to administrative support, faculty and instructional development programs also need strong, imaginative internal leadership. Since the quality of the program developed will hinge in large measure upon the quality of leadership provided, time spent in careful search and selection processes is well invested. Consideration should be given to identifying a creative, energetic person already on the faculty to head an institution's faculty and instructional development effort.

7. Programs Should Create a Sense of Faculty Ownership. If administrative support is essential to success, faculty support is even more essential. Regardless of how the program begins--ideally faculty members would generate the request to initiate a program--those persons responsible for the program must create a sense of "faculty ownership" of the program if it is to have long-term effectiveness and credibility with the faculty. No greater disaster could befall a program than a faculty perception that the administration has initiated a program controlled by the administration to remedy inadequate classroom performance of faculty. If this be the milieu, a faculty developer would best close the doors and try two years hence when this attitude will have disappeared because the administration will have changed!

Several principles regarding faculty participation have emerged from the Illinois State experience, including: (1) faculty members should be involved in the decision-making processes about faculty and instructional development programs; (2) faculty voluntarism in development program activities is important, and no faculty member should be forced to participate in a particular program; (3) faculty committees can and do operate effectively to evaluate proposals submitted by their colleagues in an instructional grant program; (4) faculty can function effectively in a "mentor" relationship (Kellogg Associate role) with colleagues, particularly in planning and implementing faculty workshops and seminars; (5) faculty are sufficiently interested in retraining opportunities to make the program worthwhile; and (6) faculty members provide very useful information in the evaluation of programs.

While a Faculty Advisory Committee operated effectively in the early stages of the Kellogg Project, its effectiveness seems

to have diminished subsequently. This phenomenon may have occurred because the project director did not schedule routine meetings of the group. By contrast, a faculty Instructional Development Committee has functioned quite effectively over the several years the program has been in operation because its contributions were obtained in routine meetings. A related principle that has emerged is that, while creating the sense of faculty ownership is vital, administrators can facilitate faculty projects by handling institutional "red tape" such as the completion of invoices and other financial data forms. Since a particular faculty member will not always expend all resources requested for a project and another will discover that needs exist beyond what was originally requested, handling expenditure reports in a central office provides flexibility in adjusting budgets for individual projects.

However the task is handled, and there are surely many ways to assure meaningful involvement in faculty and instructional development programs, ultimately the instructional staff of the institution must actively participate in the definition of the program as well as in its continuing operation. A critical point of faculty involvement is the search process for the individual who is selected to head the program. Having involved the faculty in the early stages of the program is not enough; they must also be involved in on-going decision processes, in continuing needs assessments, and in evaluation of program effectiveness.

8. Programs Should Emphasize Support for Faculty Rather than Remediation. Application of this principle has characterized both the Instructional Development Program and the Kellogg Project. Over the years, the Instructional Development Committee has consistently applied the "best proposal" criterion. It has approved, that is, proposals on their merits; it has not sought to identify faculty members who need help to improve their teaching effectiveness and provide them with resources. In general, this means that good faculty members who submit good proposals receive support. A similar decision was made in the Kellogg Project, where the Faculty Advisory Committee and the Director of the Teaching-Learning Center deliberately decided to select the very best faculty members to identify as Kellogg Associates. Again, no attempt was made to identify a faculty member in need of assistance and appoint that person as a Kellogg Associate. This decision was made, in part, to establish credibility of the program with the faculty.

The experience at Illinois State certainly confirms Centra's findings that the most active participants in faculty development programs are "good teachers who want to get better" and that teachers most needing improvement are only minimally involved. Herein lies a paradox with which faculty and instructional development programs must ultimately deal.

While it is probably legitimate to involve only the best faculty in developmental activity in the early stages of a program so that it does not get a reputation as a clinic for inadequate teachers, the value of the service may ultimately hinge on how it provides service to the tenured professor with barely adequate teaching skills. This is surely less glamorous

work, but no less important. Even in this situation, however, the approach must be support for the faculty member rather than remediation. Teaching improvement work is similar to counseling in that a faculty member must recognize the need for assistance before assistance can be effectively provided, and then assistance can be provided only in a supportive atmosphere. A key future issue for the faculty development specialist, one who is willing to risk some of the credibility of an established program, will be how to involve those persons most needing faculty development services in the enterprise and do so in a manner that does not suggest these persons stand in need of remediation when in fact they do. A paradox at least presents a challenge, although the experience at Illinois State University has provided no definitive answers.

9. Programs Should Have Built-In Accountability Mechanisms, Both to the Faculty and to the Institution. Higher education is operating in an era of increased concern with accountability. Faculty development programs have no special exemption. In fact, such programs must be accountable both to the faculty and to the institution.

Accountability to the faculty is achieved by the development of explicit criteria by which to evaluate proposals in competitive grant programs, and by having faculty evaluate proposals received against these criteria. The more explicit the criteria, the better. In the early stages of the Faculty Development Program at Illinois State, for example, the criterion applied was simply: Will the project improve instruction? As experience was gained with the program by the faculty committee, more precise and stringent criteria emerged: Will the project improve instruction in basic courses in the discipline or in general education courses with sizable student enrollments? Does the proposal indicate that the faculty member has consulted with others necessary to complete the project successfully? Does the proposal indicate how the faculty member will evaluate the effectiveness of the project? Faculty members should know the bases upon which their proposals will be evaluated, whether it be for a small instructional improvement grant or a year-long educational leave.

Experience with such programs has also demonstrated the importance of handling denial of proposals. It is not enough to inform the faculty member that the proposal is not being funded. Neither is it wise to list all of the reasons why the proposal was not positively evaluated in a written communication to the faculty member. Rather, the administrator responsible for the program should be prepared to discuss the evaluation of a proposal with the individual who prepared it when that faculty member expresses a desire to do so. The existence of a faculty committee that evaluates proposals will go a long way toward increasing the credibility of the program with the faculty at large. Regardless of the nature of the program on a particular campus, those responsible for the program should develop a continuing system of communication with all members of the faculty about the services available through the program.

Finally, faculty who are provided support should be expected to share the information gained with their colleagues.

Accountability to the institution is achieved by requiring faculty reports on what has been accomplished with funds provided. In the Instructional Development Program, for example, these brief reports are published in a single document annually. This provides some visibility to faculty efforts to improve instruction and provides a mechanism for informing faculty about activities of their colleagues that may be of interest to them. Particularly in a large institution, faculty in one academic department may otherwise be unaware of projects that may have some potential value for them. In the Professional Development Center, faculty members who are granted educational leaves submit a similar follow-up report, although such reports are not made public. Even in small-scale projects, faculty who undertake projects should be asked to reflect on the value of the undertaking once it is completed.

10. Programs Should Have Structured On-Going Evaluation Processes Designed into Them from the Beginning. The accountability principle also applies to the faculty and instructional development program itself. If the unexamined life is not worth living, the unevaluated program is not worth continuing. Experience with evaluation of programs began informally but early at Illinois State. After one year of experience in 1969-70 with the Faculty Development Program, the faculty committee which evaluated proposals began to evaluate its own policies and procedures. This analysis resulted in some program changes, primarily the development of more explicit criteria emphasizing value of the projects in classroom instruction and the development of a brief reporting system on completed projects.

By 1972-73 when the larger-scale instructional improvement projects were initiated under the $566,000 Educational Innovation Program, there was enough concern about evaluation that a more sophisticated evaluation component was built into each of the 35 projects. This proved to be particularly valuable later when some of the projects were selected for continued funding.

By 1975 when the proposal to establish the Kellogg Project was prepared, there was enough awareness of the importance of evaluation that an explicit evaluation process was included in the proposal to establish the Professional Development and Teaching-Learning Centers. The evaluation component included both formative and summative processes and recommended the use of external consultants in both the development of the evaluation scheme and in summative evaluation of the project in 1979. This scheme for evaluation of the Kellogg Project, which was cooperatively developed by project personnel and external consultants, is included in the appendix.

Formative evaluation of the Kellogg Project has resulted in some changes in the operation of the program over the past four years. Perhaps the best example of this is the introduction of "targeting" where the resources of both the Teaching-Learning and Professional Development Centers are brought to bear on the problems in a single academic department in instances where the

department feels such developmental work is desirable. This approach was not a part of the project proposal, but grew out of concern about the level of impact of general workshops for faculty and whether the resources of the Centers might more effectively be used if focused in a particular area.

Summative evaluation of the Kellogg Project is covered in detail in Chapters 5 and 6. Though such internal and external evaluation was planned from the beginning in the Kellogg Project, it is disappointing to note Centra's finding that only 14 percent of faculty and instructional development programs have been evaluated. Experience indicates that program evaluation is highly useful, that it should be built into new projects from the outset, and that existing programs which have not undertaken serious evaluation should begin doing so as soon as possible.

11. Programs Should Relate Teaching and Research by Promoting Faculty Research on the Teaching-Learning Process. There is an unfortunate tendency among faculty and instructional development personnel to either derogate or ignore research in their emphasis upon the importance of teaching. Teaching is the most common if not the most important of the three traditional functions of faculty--teaching, research, and service--in all colleges and in most universities, exempting perhaps the relatively few major graduate-research centers in America. What this analysis ignores is the interrelationship between the teaching, research, and service functions. A former President of Illinois State University, Samuel E. Braden, communicated a useful concept regarding the traditional triumvirate of academe. Braden held that everything a faculty member does is concerned with teaching in its broadest form and that only the audience varies. In what we call "teaching" the audience is students, usually but not always in a classroom situation; in what we call "research" the audience is one's faculty colleagues as one communicates in writing what one has learned to this audience; and in what we call "service" the function is still communicating knowledge though the audience is neither traditional students nor faculty colleagues, but rather members of the general public. In this concept, a faculty member's basic function is discovering and communicating knowledge which is done with a variety of constituents--students in "teaching," colleagues in "research," and the general public in "service." In this sense, it is not necessary to derogate or ignore research and service in emphasizing teaching, for they are all a part of a larger whole.

What a faculty and instructional development program, which will emphasize the traditional teaching function, should do is to urge faculty who have learned something worth knowing about the teaching-learning process to communicate this information to colleagues in the traditional scholarly format of papers at professional meetings and articles in professional journals. There is not only intrinsic value in such activity, but it may also aid a particular faculty member to gain more positive appraisals from the faculty evaluation committee. Experience at Illinois State, where the relative importance of teaching and research varies by academic department, in stimulating this approach has met with varied success. A few professors have

written professional journal articles growing directly out of their instructional development projects; more could profitably do so. It is clearly a responsiblity of faculty and instructional development programs to relate the teaching and research functions by stimulating faculty research on the teaching-learning process.

12. Programs That Have Established Their Value Should Be Institutionalized. Many faculty and instructional development programs have operated on the fringe of academe, as if the teaching-learning process were a peripheral activity. As a relative newcomer to higher education and because many programs have been started with government or foundation grants, this situation may be temporarily warranted. It is not even suggested that programs be institutionalized until such time as they have established their worth through rigorous evaluation. However, once the value of a program at a particular institution is established, it should become a part of the regular organizational structure of the college or university. As previous chapters indicate, the value of such activity at Illinois State University has been established and the institution, as a result, has elected to make its Faculty and Instructional Development Program an organization within the Office of the Provost.

13. Programs Should Be Organized to Retain Flexibility. The nature of bureaucracy is self-perpetuation and rigidity. The danger of institutionalized faculty and instructional development programs, that have exhibited a great deal of vitality in their own developmental period, is that they may yet succumb to the tendencies of any bureaucratic organization--a stultification inhibiting their usefulness as change agents. While a decade may not be enough experience to answer the question of how a faculty and instructional development program can structure itself to retain flexibility, the experience at Illinois State suggests some directions for finding an answer: (1) provide continuing evaluation, particularly formative evaluation, to isolate those activities that are producing results and those that are not; (2) retain a faculty advisory committee charged, among other things, with providing data on the extent to which the program is meeting faculty needs; (3) provide a mechanism for an annual needs assessment; (4) re-examine the goals and activities designed to achieve those goals on a periodic basis; (5) try new approaches in persistent problem areas; and (6) anticipate future problems of the institution and its faculty and design programs that stress prevention rather than remediation.

14. Programs Should Seek to Have Participation in Faculty and Instructional Development Programs Built into the Institutional Reward System. Faculty members are just like other humans in that they respond to reward and punishment systems. To institutionalize a program does not guarantee that faculty participation in the program will be appropriately rewarded. To complete the circle, if faculty are not rewarded for participation in the activity, the long-term viability of the

activity is diminished. Most institutions have rather well-defined criteria for evaluation of faculty teaching, research, and service activities. Since faculty development programs have the status of a relative newcomer to higher education, the institutional reward criteria should be examined and altered so that they include participation in faculty and instructional development activities. As an example, how many faculty evaluation criteria statements include consideration of the case of a faculty member who completes an educational leave program for the purpose of shifting from a low demand teaching area to a high demand area? Such a transition can be of real importance to the institution and should be recognized in the reward structure.

IN SUM

What has been learned about faculty and instructional development over the past decade at Illinois State University that may be of value to others in future developmental efforts? Faculty and instructional development programs should (1) be based on identified needs of the faculty and the institution; (2) should be designed to serve both individual and institutional needs; (3) should have clear but attainable goals; (4) should have staff and financial support adequate to achieve these goals; (5) should eventually have both instructional development and faculty development dimensions; (6) should have demonstrated support from institutional leaders and strong internal leadership; (7) should create a sense of faculty ownership of the program; (8) should emphasize support for faculty, not remediation; (9) should have built-in accountability mechanisms to both the faculty and the institution; (10) should have structured on-going evaluation designed into them from the outset; (11) should relate teaching and research by stimulating faculty research on the teaching-learning process; (12) should be institutionalized once they have established their worth; (13) should be so organized as to retain flexibility; and (14) should strive to have faculty participation in the programs recognized in the institutional reward system. If these conditions are met, the experience at Illinois State University indicates that faculty and instructional development programs can make a significant contribution to the future of higher education.

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APPENDIX 1

PROFESSIONAL DEVELOPMENT CENTER
EDUCATIONAL LEAVE PROGRAM

Policy and Procedures

1. Purpose

The educational leave program is intended to assist all members of the faculty who wish to develop professional competency in an area different from their present specialization.

2. Procedures

a. Application for Educational Leave support is initiated by a conference with the Director of the Professional Development Center.
b. Formal application must be made.
c. A copy of a detailed educational and career plan must be submitted with the application.
d. The Educational Leave Request and Plan must be approved by the Director of the Professional Development Center, Department Chairperson, College Dean, Associate Provost and Provost of the University.
e. A written report summarizing the educational experiences and evaluating their contribution to stated objectives should be filed with the Director, Department Chairperson and College Dean within three months of the completion of the educational leave.

3. Program Considerations

a. Completion of the proposed educational plan meets departmental, collegiate, and university needs as well as those of the faculty member.
b. Priority consideration will be given to applications submitted by faculty members with tenure.
c. Other sources of financial support have been included in the plan.

4. Grant Limitations

a. Financial support provided by the Professional Development Center may not exceed the normal salary for one semester or half salary for two semesters.
b. Other grants or sources of funds may be received to supplement the Professional Development Center support, provided the total amount allocated to salary from all sources does not exceed the normal salary level for the period of the educational leave.

5. Application

Faculty members wishing to apply for an Educational Leave should first confer with the Director of the Professional Development Center. Copies of the requisite form may be obtained from the Center, the Department Chairperson, or College Dean. The application should include a detailed description of the educational plan and a clear indication of its contribution to achieving career objectives.

Application Form

I. Submit completed request form with your Educational Leave Plan and Resume to the Director of the Professional Development Center.

a. Educational Leave requested for the period from ____ to ____.
b. General plans for leave period: (Attach copy of detailed plan and professional resume)

c. Location(s) during Educational Leave period:

d. Name_____ Department_____
Signature_____ Date_____

II. Educational Leave Plan
Include response to the following questions in your plan:

a. What specific professional preparation and experience relate to your present position?
b. What are your major career goals in terms of short range and long range objectives?
c. Describe in detail the sequence of professional preparation which will be needed to help you achieve your career objectives.
d. How does your plan relate to departmental, collegiate, and university needs?
e. What periodic indications of progress toward achieving your objectives will you plan to provide?

III. Action of Director, Professional Development Center

Comment:

_____ _____
Signature Date

Approval Form

I. Department Chairperson

_____Approved

_____Disapproved

Comment: (Please consider relevance to Departmental needs)

Signature:_____ Date:_____

II. College Dean

_____Approved

_____Disapproved

Comment:

Signature:_____ Date:_____

III. Associate Provost and Dean of Undergraduate Instruction

_____Approved

_____Disapproved

Comment:

Signature:_____ Date:_____

IV. Provost of the University

Signature:_____ Date:_____

APPENDIX 2

EVALUATION OF THE KELLOGG PROJECT AT ILLINOIS STATE UNIVERSITY:
Professional Development Center, Teaching Learning Center
by Stanley G. Rives, John R. Sharpham, and Elmer E. Van Egmond
December, 1977

I. Introduction

Illinois State University has established, with substantial support from the W.K. Kellogg Foundation, a faculty and instructional development program providing opportunities for revitalization of instruction in an era of stable or declining enrollments in higher education. The Kellogg Project consists of two separate but interrelated components: (1) a Professional Development Center dealing with faculty adjustment and training needs created by reallocation and shifting student enrollment patterns among disciplines, and (2) a Teaching-Learning Center assisting faculty members who desire to improve their teaching effectiveness. The University's Kellogg Project is designed both to serve the needs of the University and its faculty and to provide a model faculty and instructional development program for similar institutions. The nature and purposes of the Project are fully described in "Human Resource Development: A Model Faculty and Instructional Development Program for Colleges and Universities in the 1980's," the 1975 proposal to the W.K. Kellogg Foundation subsequently funded by the Foundation and Illinois State University. The Project has an initial four-year life span to test its effectiveness. If successful in accomplishing its stated objectives, it is assumed that the Professional Development Center or Teaching-Learning Center or both will become permanent units of the University. It is further assumed that the results of the experiment will be communicated to the higher education community toward the establishment of effective faculty and instructional development programs in colleges and universities about the nation. Evaluation of the Project is therefore a central concern, and the objective of this document is to describe the evaluation process to be employed.

The evaluation process is the result of interaction among project personnel, particularly the Project Director (Dr. Stanley Rives) and the Directors of the Professional Development Center (Dr. Elmer Van Egmond) and the Teaching-Learning Center (Dr. John Sharpham) in consultation with the Director of the University's Measurement and Evaluation Service (Dr. Ronald Halinski), the faculty and student members of the Kellogg Project Advisory Committee, and two external consultants (Dr. Paul Dressel of Michigan State University and Dr. Royce Knapp of the University of Nebraska). The evaluation process outlined has been agreed upon by all of these individuals.

The evaluation process has both formative and summative aspects. Although there is a continual interaction between these two aspects, this evaluation process isolates them as much as is possible. Formative evaluation characterizes most of the efforts during the first three years of the Project. Early evaluations, that may result in programmatic changes, are designed to improve the effectiveness of operation of the two Centers. Summative

evaluation will be the focus of the fourth year. Attention will then be concentrated less upon improvement and more upon an examination of the available evidence to determine if the program merits continuation and to determine what results of the Project are worthy of communication to the higher education community at large

Further, the evaluation process has both immediate and long-range dimensions. The immediate goals of the Professional Development Center and Teaching-Learning Center, for example, are specified and a basic purpose of the evaluation will be determination of whether or not these goals have been accomplished. While important, such immediate assessment is not sufficient. Beyond these immediate goals, must be the possibility of more long-range impact upon the total University: Does the Project add to or detract from the viability of the University? Does it add to or detract from accomplishment of broad institutional missions? Has student satisfaction with the quality of the educational program available increased or decreased? Are faculty challenged by their teaching and by the institution's intellectual climate? Is quality teaching sufficiently rewarded to encourage faculty efforts to improve? While it is more difficult to assess such long-range impacts, the effort is no less important than is the evaluation of immediate accomplishments.

II. Approach to Evaluation of the Kellogg Project

As background to the evaluation statement, it is important to understand that the theoretical or philosophical base of the Kellogg Project is that it is possible to meet simultaneously demonstrated institutional needs and individual needs of faculty members. The Project makes no attempt to prioritize individual needs against institutional needs, but provides activities designed to meet both needs. Much of the first year was devoted to identification of these specific needs. The Directors of the Professional Development and Teaching-Learning Centers met individually and in groups with university administrators, college deans, department chairpersons, and faculty members toward a meaningful assessment of needs. The specific goals and objectives of the Centers have, in fact, been largely structured to meet both institutional and individual needs. The assessment of needs is, of course, a continuing effort, and the success or failure of the Project will ultimately be measured largely by the extent to which these needs are met.

The immediate purpose here is to set forth the basic process to be used in evaluation of the Kellogg Project. Detailed or step-by-step evaluation procedures follow later within the framework of the general process here described. The Professional Development Center and the Teaching-Learning Center will each be evaluated separately within the following structure:

A. Statement and Clarification of Goals
B. Identification of Activities and Resources Related to Goals
C. Evaluation Criteria and Assessment
D. Implications for the University and Other Institutions of Higher Education

A brief description of each of these components of the evaluation process follows.

A. Statement and Clarification of Goals. Broad goals were established for the Professional Development Center and the Teaching-Learning Center in the proposal funded to establish the Kellogg Project at Illinois State University. These general objectives, however, have been further reviewed, clarified, and expanded as a result of a year of experience with operation of the Centers and in the light of Illinois State University's current institutional goals. Thus, the first stage of the evaluation process is the identification of those institutional goals relevant to the two Kellogg Project centers. The goals and objectives of the Professional Development and Teaching-Learning Centers are then stated and clarified.

B. Identification of Activities and Resources Related to Goals. The Professional Development Center and Teaching-Learning Center have each established a set of activities designed to achieve their goals. The purpose of this second stage of the evaluation process is statement and clarification of these activities, including a description of the resources available in support of each activity. While basic activities and resources are identified in the project proposal, the process employed here will describe activities employed in actual operation of the Professional Development Center and Teaching-Learning Center and provide both (1) the supporting rationale, and (2) the human and financial resources associated with each activity.

C. Evaluation Criteria and Assessment. The third stage of the evaluation process includes the sequential activities of (1) statement of evaluation criteria, (2) identification of means of assessment, including particular data sources and data, and (3) assessment of programs against these criteria and data. Again, a brief description of each component follows.

1. Statement of Evaluation Criteria. Basic criteria for evaluation of the Professional Development Center identified in the project proposal are: (a) Is the Center successful in identifying and counseling with faculty members toward modification of their career objectives? (b) Are satisfactory educational leave arrangements worked out with these faculty members which allow them to retrain themselves for new career objectives consistent with either personnel needs of the institution or job placement elsewhere? (c) Does the existence of the program lessen the sense of professional insecurity among faculty generally? (d) Is the investment in faculty retraining/retooling represented by the program worthwhile in terms of benefits to individual participants in the program and to the institution? (e) Is the model Center developed at Illinois State transportable to other institutions confronting similar problems?

Similarly, the basic criterion for the evaluation of the Teaching-Learning Center is: Is the Center successful in contributing to the ongoing improvement of the teaching-learning process at Illinois State University? The more specific evaluation criteria are: (a) Is the Center successful in identifying and counseling with faculty members toward improvement of their classroom teaching? (b) Are satisfactory individual and group arrangements made whereby faculty members involved in Teaching-

Learning Center projects are provided meaningful experiences leading to modification of and improvement in their teaching? (c) Does the existence of the program heighten concern among the faculty generally for improvement of instruction? (d) Do the outcomes of the program as measured by faculty and student perception concerning improvement of instruction warrant the investment of resources represented by the program? (3) Can the model Center developed at Illinois State be utilized by other institutions of higher education?

These criteria for the Professional Development Center and Teaching-Learning Center as identified in the proposal to establish the Kellogg Project are further refined and restated against the background of actual experience of implemented program activities.

2. Identification of Means of Assessment. Having determined what is to be evaluated, the next logical state is determination of how it is to be evaluated. Specific methods of assessing outcomes, including identification of baseline data sources, are enumerated in terms of designated goals, activities, and evaluative criteria. The most appropriate means of assessment are identified in each instance.

3. Assessment of Programs. Definitive evaluation of the project is thus made within the context of specified goals, activities, and evaluation criteria and methodology. Hence the outline of the general evaluation process appears visually as follows.

GOALS	OBJECTIVES	ACTIVITIES/ RESOURCES	EVALUATION	CRITERIA/ METHODS

This procedural outline is used for the Professional Development Center and for the Teaching-Learning Center in the later section on Specific Evaluation Procedures. The evaluation narrative will also include: (a) descriptions of the activities of individual faculty members involved with the Centers; (b) descriptions of specific events that have occurred as a result of the existence of the Centers; (c) indications of institutional changes in curriculum and approaches to teaching which have resulted directly or indirectly from activities of the Centers; and (d) indications of ways in which the Centers have contributed to changes in institutional policy.

D. Implications for the University and Other Institutions of Higher Education. The evaluation statements or outcomes which flow from the above process allow observations to be made about the potential use of what has been learned about the Professional Development Center and the Teaching-Learning Center by other colleges and universities. This fourth stage of the evaluation process includes both (1) an assessment for Illinois State University of the desirability of continuation of either or both the Professional Development Center and the Teaching-Learning Center, and as a result, (2) an assessment for the W.K. Kellogg Foundation and for the higher education community at large of the potential use of the Professional Development Center and

Teaching-Learning Center as programs of faculty and instructional development on other college and university campuses. This final assessment will include specific recommendations for implementing such a faculty-instructional development program at Illinois State University. Dissemination is discussed in greater detail in Section VIII.

III. Illinois State University as Context for the Project: Goals and problems.

Since the goals of the Kellogg Project are properly viewed within the institutional goals of the University, the purpose of this and the next three sections are clarification of the goals of (1) Illinois State University, (2) the Professional Development Center, and (3) the Teaching-Learning Center. This function is performed in Sections III, IV, and V respectively. It is then possible to (4) assess the impact of the total Kellogg Project on the University. The approach to this evaluation is described in Section VI. Thus, the critical questions are: What are the broad and specific institutional goals of Illinois State University? What are the current and emerging problems related to accomplishment of these institutional goals?

A. Broad University Goals. Illinois State University was established in 1857 as the first public institution of higher education in Illinois. It has emerged from a single-purpose (teacher education) institution to a fairly comprehensive state university providing liberal arts, teacher education, and other professional programs at the undergraduate, master's, and doctoral degree levels for approximately 19,000 on-campus and another 2,000 off-campus students.

Broad institutional goals are perhaps most succinctly stated in the University Catalog:

> "A free society depends upon an enlightened citizenry, capable of making wise and responsible choices. Illinois State University is committed to serve the citizens of Illinois and the nation through the communication of knowledge (teaching), creation of new knowledge (research), and application of knowledge (service). Illinois State strives to provide students with the finest undergraduate education available in Illinois and to provide graduate programs which complement that primary effort."

This institutional self-concept is reinforced in the University's mission statement contained in A Master Plan for Postsecondary Education in Illinois, published by the Illinois Board of Higher Education in March, 1976:

> "Illinois State University should continue its major thrusts as an undergraduate and master's degree institution with selected doctoral programs and with strong emphasis on the discovering and transmission of knowledge. The University should continue to distinguish itself as a state and national leader in the art, science, and content of education at all levels. In keeping with this mission, the University should maintain its exist-

ing strong liberal arts and professional programs in its attempt to develop a national reputation as a center of excellence in public postsecondary education. At the master's degree level, Illinois State University may develop a limited number of new programs based upon its undergraduate offerings."

Thus, the broad, general, mutually-reinforcing institutional goals which the University has defined for itself may be summarized as follows:

1. ISU provides liberal arts and professional programs which prepare educated citizens for responsible participation in our democratic society, both to serve the educational needs of students and society and to help assure continuation of a free society.
2. ISU assumes the traditional teaching, research, and service functions of any college or university, but places primary emphasis on quality teaching, including research and service activity related to the teaching-learning process.
3. ISU provides undergraduate, master's and doctoral level degree programs, but emphasizes quality undergraduate education as its primary mission while providing selected graduate programs which complement that primary effort.
4. ISU seeks distinction by continuing to provide state and national leadership in the art, science, and content of education at all levels.

B. Specific University Goals. Beyond these general objectives, the University has established eight more specific goals through its continuing academic planning process. These specific goals, with brief explication, include:

1. To provide a range of quality academic programs responsive to the educational needs of students and society, which are reviewed periodically and accredited. Academic planning and curriculum processes provide for improvement through continuing program methods, curricula, and program offerings are modified to maintain currency. All programs are accredited by NCA (North Central Association), by NCATE (National Council for Accreditation of Teacher Education) in the case of teaching preparation programs, and by disciplinary accrediting associations where they exist. All undergraduate programs provide a core liberal arts component.

2. To secure and retain highly qualified faculty and staff. Recruitment, professional development, and retention of high quality faculty members and administrative staff are viewed as essential to the offering of quality educational programs. A personnel evaluation and reward system which reinforces institutional goals is provided.

3. To admit and retain qualified students in sufficient numbers to maintain a student body of approximately 20,000. Aggressive student recruitment programs are provided which main-

tain traditional admission standards (upper half of high school graduating class or equivalent test scores for undergraduates). Quality educational programs together with strong student advising, counseling, and academic support services are provided to help assure that qualified students graduate. The University expects changes to occur in the relative proportion of undergraduate/graduate and residential/off-campus students while maintaining a steady-state total enrollment of about 20,000.

4. To emphasize the teaching-learning process and instructional function. Classroom instruction of the highest quality is a primary institutional goal. Continued attention is given to improving traditional classroom teaching, to the systematic study of the teaching-learning process as a topic of research, and to support of instructional development efforts by faculty, including the development of alternate instructional delivery systems. The University is committed to reallocation of existing resources as necessary to provide needed classroom instruction and to increasing the resources available in support of teaching to increase quality through reducing class size and faculty teaching loads.

5. To encourage research and public service activity by both faculty and students. The University supports research, including dissemination of research findings in the classroom and to the public at large, as a basic scholarly endeavor. The University also supports public service activity through adult and continuing education, through contact with community education, business, social, and governmental agencies which involve both faculty and students, and through making the services of the University available to the region, state, and nation.

6. To provide an intellectual, aesthetic, and social climate conducive to the fullest personal development of students. Recognizing that the discovery and communication of knowledge occurs not only in the classrooms, laboratories, and libraries, but also in residence halls, on athletic fields, and in attendance at and participation in cultural events, the University provides a wide range of outside-the-classroom events to supplement regular instructional programs for the purpose of helping students to develop the personal values, moral sensitivity, and life-long commitment to learning which characterize educated citizens. Faculty are encouraged to interact personally with students in and outside the classroom, and a full range of student services is provided to help students identify their personal goals and develop means for achieving them.

7. To provide the physical facilities and services essential to support quality academic programs. This includes well-equipped classrooms, laboratories, and libraries as well as support services which provide resources for improvement of teaching and for support of research and public service activities.

8. To provide an environment of academic freedom and participatory decision-making for faculty and students. In order to create and maintain a climate of mutual trust and respect among students, faculty, and administrators and to provide the climate necessary for teaching and research to most effectively fulfill the obligations of an institution of higher education to

a free society, the University protects the academic freedom of faculty members and students and involves all segments of the University participatory, shared-authority governance system.

C. Institutional Problems. Given these general and specific institutional goals, which the Kellogg Project must be viewed against, it is also appropriate here to take note of some current and potential problems which may act to frustrate accomplishment of goals to the maximum possible extent. The three major problems identified--enrollment, financial support, and faculty staffing--are not unique to Illinois State University. Rather, they are problems now faced by most colleges and universities, certainly by large public universities like Illinois State. These problems are identified here with particular reference to ways by which the Kellogg Project may act to minimize their impact.

1. Student Enrollment. First, Illinois and the United States are both well into a period of population decline, and the actual number of college-age students is declining. An institution which has established enrollment stability as a goal will therefore need to attract more than its traditional proportion of college-attending youth to achieve that goal. Whether Illinois State University will be able to do this depends to a large extent upon its attractiveness as an institution and upon its ability to field programs responsive to the eductional needs of students and society. Second, even with stable enrollment, there are and will continue to be significant changes in the numbers of students pursuing particular programs (e.g., fewer students may major in Mathematics and more in Applied Computer Science, fewer in Sociology and more in Social Work, etc.). Thus, changing student enrollment patterns within a constant total may significantly affect faculty staffing needs of the institution. Two University goals are most relevant here: (a) maintaining steady-state total enrollment (in the face of declining population of college-age potential students), and (b) reallocating resources as necessary to meet instructional demand.

2. Financial Support. The problem most succinctly stated is that the purchasing power of dollars available to the University has declined in recent years as the proportion of total state resources devoted to higher education in Illinois has also declined. Providing high quality education in these tight financial circumstances is difficult at best. The inevitable result is larger than satisfactory class sizes and faculty loads. Illinois State University has made progress on both counts through a combination of internal reallocation of resources and some appropriation increases. Further necessary reduction in class sizes and faculty load will be dependent upon increasing the financial resources available to the University, because internal reallocation of funds and resources has already been pushed to its probable limits. Though these are necessary and vital elements in the continued improvement in the quality of educational programs provided by Illinois State University, the Kellogg Project Centers will continue to contribute significantly to other dimensions of the process of quality teaching and learning.

3. Faculty Staffing and Morale. Both of the problem conditions identified above directly affect faculty staffing needs and faculty morale. Specifically, (a) changing enrollment patterns create instructional program staffing needs which are different than may be represented by the qualifications of current faculty (e.g., a Sociology instructor may or may not be qualified to teach Social Work), and (b) increasing faculty workload through more students in each class and/or more classes, which represents an obvious alternative in a tight financial situation, adversely affect faculty morale, and hence, the quality of the educational program available to students. The most basic University priority, the quality of the instructional program, may thus be jeopardized.

Following the discussion of goals and evaluation procedures for the Professional Development Center in Section IV and for the Teaching-Learning Center in Section V, Section VI relates the discussion of University goals and problems to an assessment of the impact of the total Kellogg Project.

IV. Professional Development Center: Goals, Objectives and Evaluation

The principal program efforts of the Professional Development Center stem from a number of general goals. Each goal statement is further defined by more specific objectives. These goals and objectives essentially derive from two institutional sources, the statements of the University's goals and current and potential problems. A central focus of the program is to assist faculty members in examining and modifying career objectives and developing appropriate educational leave programs to prepare for future professional alternatives. The achievement of these goals are seen as contributing to maintenance of the viability of the University and the quality of its instructional programs.

The goal statements, which describe the broad, long-term outcomes, are presented in shorter-term objectives. It is assumed that new and different objectives will be developed as the Professional Development Center continues its efforts to achieve the goals in the future. Following presentation of goals and related objectives, the associated activities, resources, evaluation criteria and evaluation methods for each of these objectives are presented. The general goals and specific objectives defined for the Professional Development Center are as follows:

GOALS OF PDC	OBJECTIVES OF PDC
1. To establish a Center which provides services and support for faculty members in professional development.	a. To keep the faculty informed about the programs and services of the Center. b. To develop and maintain procedures which encourage faculty involvement.
2. To develop and provide programs to help faculty members prepare for new or different professional responsibilities which meet individual or institutional needs or both.	a. To establish an educational leave program supporting faculty members during a period of training to meet new career objectives. b. To provide individual and group programs for career assessment and life planning. c. To develop a resource center with materials and references related to career assessment and life planning. d. To support expansion of faculty training options to include faculty exchange, internships and employment on a part-time or short-term basis.
3. To develop procedures which support effective utilization of existing faculty resources.	a. To ascertain from faculty areas of expertise and interest in meeting specific instructional and research needs. b. To act as facilitator between relevant faculty members and chairpersons.
4. To disseminate acquired knowledge and generate new knowledge about faculty development.	a. To develop a network of information sources regarding current and innovative practices. b. To develop new information and new approaches to professional development toward maintaining faculty vitality.
5. To develop a Center which can serve as a model faculty resource center for adoption or adaptation by other institutions.	a. To provide accurate documentation and clear description of of the program. b. To establish procedures for the formative and summative evaluation of Center programs in both short-range and long-range perspectives.

What follows is the detailed evaluation scheme for the Professional Development Center.

GOAL 1--To establish a Center which provides services and support for faculty members in professional development.

Objectives	Activities	Resources	Evaluation Criteria and Methods
a) To keep the faculty informed about the programs and services of the Center.	Publicize through the university local news media. Send letters, program announcements and brochures to all faculty members. Copies of the annual reports distributed to departmental offices.	Center budget, university news service, Kellogg Project staff. Advisory Committee members.	Questionnaire survey of random sample of faculty to determine their awareness of program. Log documenting activities to determine extent of publicizing effort (and the cost of those efforts).
	Meet with college deans, academic officers and chairpersons.	Director	
	Meet with departmental faculties in groups and as individuals.	Director	
b) To develop and maintain procedures which encourage faculty involvement in the Professional Development Center.	Establish a simple, clear procedure for Educational Leave applications.	Director, Project Director, Provost	Questionnaire survey of faculty members requesting services to determine their satisfaction with procedures and climate of the Center.
	Respond promptly and specifically to faculty members' requests for services.	Director, Advisory Committee, budget	
	Provide a confidential and caring climate for individual consultation	Director, office facilities and procedures.	

GOAL 2--To develop and provide programs to help faculty members prepare for new or different professional responsibilities which meet individual or institutional needs or both.

a) To establish an Educational Leave Program supporting fac-	Consult with faculty members regarding purposes and procedures of the Educational Leave Program and individual needs	Project Director, Director, Provost, Advisory Committee, Deans Council	Evaluation of the policies and program through an analysis of the completed individual report forms and

Objectives	Activities	Resources	Evaluation Criteria and Methods
ulty members during a period of training to meet new career objectives.	and interests.		interviews with chairpersons in order to discover the fairness of policies and the contribution made by Educational Leaves to departmental program and staffing plans.
	Consult with chairpersons and college deans regarding staffing needs.	Director, faculty members, chairpersons, budget	
	Develop policies for Educational Leave Program.		
	Provide Educational Leaves to meet a range of individual career and departmental program objectives.		
b) To provide individual and group programs for career assessment and life planning	Provide career counseling for those applying for Educational Leaves.	Director, university personnel, outside consultants, budget	Case studies of faculty recipients of Educational Leaves to include analysis of individual report forms and interviews with faculty and chairpersons.
	Provide counseling for other faculty and staff who wish to assess career direction.	Evaluation log, career results	Log of counseling sessions, record of career outcome and interviews with participants to determine satisfaction with both process and change.
	Consult with those seeking positions on resume development and search strategies.	Faculty evaluation	Log of sessions held and evaluation by participants.
	Develop group experiences in career and life planning.		Log of sessions held and evaluation by participants.
c) To develop a resource center with materials	Search for appropriate materials by scanning publications, announcements, and	Director, budget	To examine records on usage and interview users to determine relevance of

Objectives	Activities	Resources	Evaluation Criteria and Methods
and references related to career assessment and life planning.	by interviewing knowledgeable persons.		materials.
	Select and purchase career related books, pamphlets and materials.		
	Develop topic-oriented bibliographies and sample materials for position search.		
d) To support expansion of faculty training options to include faculty exchange, internships and employment on a part-time or short-term basis.	Identify additional opportunities inside and outside the university for faculty growth and development	Director, program administrators	Examination of the number and type of non-traditional training opportunities identified.
	Serve as broker for faculty members seeking non-traditional educational opportunities		Log of those taking advantage of non-traditional opportunities to determine faculty acceptance of this approach.
			Case Study of representative sample of those taking advantage of these opportunities to determine the effectivess of the approach.
GOAL 3--To develop procedures which support effective utilization of existing faculty resources.			
a) To ascertain from faculty areas of expertise and interest in meeting specific in-	Survey faculty members' interest and expertise in an area outside primary assignment.	Director, faculty members, chairpersons.	Examine results of surveys, and a log of opportunities available and those taking advantage of them to determine acceptance of and need for this approach.
	Consult with interested fac-		

Objectives	Activities	Resources	Evaluation Criteria and Methods
structional and research needs.	ulty members and chair persons.		
b) To act as facilitator between relevant faculty members and chairpersons.	Serve as a broker/facilitator in bringing interested and competent faculty and departments together.		Student evaluation of courses taught as a result of this program to determine instructor effectiveness. Evaluation through questionnaire and interview of both faculty members and chairpersons in order to determine effectivess of teaching, acceptance by faculty peers, perceived affect on APT procedures, continuation or expansion of the relationship. Examination of logs to determine the growth of the idea.
GOAL 4--To disseminate acquired knowledge and generate new knowledge about faculty development.			
a) To develop a network of information sources regarding current and innovative practices.	Establish and maintain contact with professional development program leaders, researchers and developers.	Director, professional societies, budget, library	Log of number and type of contacts, papers and publication requests for information.
	Respond to inquiries and requests for information, distribution of brochures and reports.		
	Participate in meetings of professional societies.		Log of meetings attended and evaluation of their worth to

Objectives	Activities	Resources	Evaluation Criteria and Methods
			total PDC program.
	Publish articles and reports in professional journals and newsletters.		Examination of articles and reports by external consultants to determine the extent to which the intent was implemented and to evaluate the quality of the publications.
b) To develop new information and new approaches to professional development toward maintaining faculty vitality.	Review relevant literature to provide a theoretical base for program development. Conduct relevant inquiry and research activities including preparation of proposals.	Director, relevant faculty, graduate students	Examination of papers, publications, programs and approved proposals by external consultants to evaluate their quality.
GOAL 5--To develop a Center which can serve as a model faculty resource center for adoption or adaptation by other institutions.			
a) To provide accurate documentation and clear description of the program.	Develop a detailed description of program elements.	Project Director, Director, budget	Review of all documents by external evaluators to determine completeness and clarity
	Provide an analysis of contextual variables affecting the PDC program.		Analysis and study by external evaluators of documentation supporting report of contextual variables to determine its relevance and completeness.
	Consult with other universities.		Log of contacts with other universities and reports from them of any replications, including variations

Objectives	Activities	Resources	Evaluation Criteria and Methods
			of the ISU program. These reports to be reviewed by external evaluators for evidence regarding the transportability of the model.
b) To establish procedures for the formative and summative evaluation of Center programs in both short-range and long-range perspectives.	Consult with Advisory Committee and internal/external specialists. Prepare a comprehensive evaluation document. Develop questionnaire survey forms. Develop individual report form.	Project Director, center directors, consultation with Advisory Committee, university and project evaluation consultants	Evaluation by external, internal consultants. Evaluation of the comprehensive evaluation document by external consultants.

V. Teaching-Learning Center: Goals, Objectives, and Evaluation

There are a number of broad-based, long-term goals for the Teaching-Learning Center which govern its overall function. These goals, as established at a summer planning meeting in June of 1976, are outlined below. These goals can be broken down into shorter-term objectives, which are generally built around a one-year time frame to coincide with the current team of faculty Kellogg Associates. Some of these objectives are listed below and explanations are provided as to their relationship with the long-term goals. As the Project is not yet half way through the initial grant period of four years, it is assumed that new and different objectives will be created in the future as the Center continues to meet challenges of working to fulfill its goals.

Goals. The goals of the Teaching-Learning Center are:

1. To develop and maintain a Teaching-Learning Center that will be central to faculty involvement in the teaching-learning process by being a catalyst and support for faculty.
2. To help provide a climate at Illinois State that will support the development of the best possible instructional program for faculty and students.
3. To encourage and facilitate open discussion among the faculty about aspects of their teaching and to make this ongoing communication central to building a sense of community for the faculty at Illinois State.
4. To support and facilitate an increase in writing and research about the teaching-learning process.
5. To provide faculty with support and assistance in all areas of teaching, e.g., planning long-range educational goals, alternative classroom approaches, strategies and evaluation.
6. To develop a resource center with a multitude of instructional materials and resources designed by faculty for faculty use.
7. To create a Center that can be used as a model by other institutions for operating resource centers in teaching-learning for their faculty.

The conceptual basis for the Center is continuing professional education for faculty in higher education. In this sense, the faculty at Illinois State University are seen as non-traditional "students" involved with the Center toward life-long continuation of their professional education. In terms of the model the broad goals outlined above can be placed in three areas: (1) scholarship (develop an integrated model for teaching faculty about teaching-learning in higher education and gather information about analysis, practice and evaluation of such teaching); (2) performance (work successfully with the faculty in a teaching role); and (3) leadership (develop regional, national and international recognition for the Center's activities). It is important to realize that the work of the Center does not take place in a vacuum and taken together with the work of the Professional Development Center and the activities of the Instructional Development Program, it could provide a model of a total program of faculty development including professional development and career planning, personal growth in effective teaching, and the improvement of instruction.

Objectives. The objectives that have been determined for the Teaching-Learning Center include:

1. To inform and acquaint the campus community with the Teaching-Learning Center, its roles and functions.
2. To develop a team concept for the functioning of the Director and the Kellogg Associates, and identify roles within the team concept.
3. To determine the status of teaching practice and attitudes toward teaching at Illinois State University.
4. To ascertain from faculty their perceived needs about the teaching-learning process and to survey students about their reaction to teaching at the University.
5. To respond to the perceived needs of faculty by providing relevant workshops, seminars, and meetings.
6. To provide support for individual faculty in all areas of teaching and develop a climate in the Center which encourages its use by the faculty.
7. To involve faculty, administrators, and students in discussion about the teaching-learning process at Illinois State and seek their cooperation in developing strategies to build a strong program.
8. To develop relationships with faculty as clients, as resource or adjunct faculty working on campus, and identify a group of faculty from whom Kellogg Associates can be appointed to serve as resource faculty for the Center.
9. To develop an evaluation system that involves preview, process, and product stages on all activities carried out by the Teaching-Learning Center and to begin devising both short and long-term evaluation strategies.
10. To begin to gather materials and information already available from those faculty who have disseminated information about their teaching.
11. To take tangible initial steps in building a sense of community at the University by finding a location for a faculty lounge central to all faculty, by finding suitable locations for workshops and seminars, and by providing support for faculty groups who wish to pursue activities relating to teaching.
12. To begin to develop contacts with centers and programs around the United States and internationally which might be useful resource areas as the Center develops and which may help in establishing a leadership role for the Center.

Background for Specific Evaluation Procedures. Before adequate evaluation techniques can be developed and discussed, the nature of the Teaching-Learning Center's program must be examined carefully. It is important to have a clear conception of what is being done in order to determine how well it is being done. With this conception in mind, appropriate assessment and evaluation strategies are then delineated.

The program of the Center operates on two levels, as a bureaucratic agency and as an educational agency, and both levels must be considered when developing any assessment and evaluation techniques. At one level the Teaching-Learning Center operates very much like a public service agency, like a public health clinic. It provides a series of services which are available to the faculty and which are deemed appropriate to their needs and

requests. It can provide diagnosis, consultation, and remediation services and keep its clients abreast of latest developments in teaching and learning. The Center, like a health clinic, does not assume everybody is in need of remedial care but provides many other services including dissemination of information and periodic check-ups (or self-evaluation strategies). Using this model as one level of operation, it is possible to evaluate the program on a bureaucratic basis which tends to emphasize quantitative data--the number of clients served, the number of activities organized, and general client satisfaction with the services performed. A great deal of what follows, including description of activities, resources used, and the evaluation criteria and methods is based on this bureaucratic model.

However, the Center is not operating only at this level. The Center is also functioning as an educational agency, essentially as a program of continuing education for faculty (i.e., it has a teaching function) who are perceived as a special kind of non-traditional student. At this level the Center becomes involved in problems of curriculum development, instructional strategies, and evaluation procedures--problems confronting all educational programs. The special problem is that the concept of faculty as non-traditional students is a new one, and that is compounded by the problems already existing in evaluating curriculum and instruction. In evaluating the work of the Teaching-Learning Center, this second level of operation needs careful consideration. The Center views itself as involved in the business of educating faculty and should be so evaluated.

In setting out the specific evaluation procedures for the Teaching-Learning Center, objectives listed above will be clustered around the appropriate broad goals already identified as follows:

GOALS OF TLC	OBJECTIVES OF TLC
1. To develop and maintain a Teaching-Learning Center central to faculty involvement in the teaching-learning process by being a catalyst and support.	a. To inform and acquaint the campus community with the Teaching-Learning Center, its roles and functions. b. To develop a team concept for the functioning of the Director and the Kellogg Associates, and identify roles within the team concept. c. To provide support for individual faculty in all areas of teaching and develop a climate in the Center which encourages faculty use. d. To determine the status of teaching practice and attitudes toward teaching at Illinois State University. e. To develop an evaluation system that involves preview, process, and product stages on

GOALS OF TLC	OBJECTIVES OF TLC
	all activities carried out by the Center and to begin devising both short and long-term strategies.
2. To help provide a climate that will support the development of the best possible instructional program for faculty and students.	a. To ascertain from faculty their perceived needs about the teaching-learning process and to survey students about their reaction to teaching at the University. b. To involve faculty, administrators, and students in discussion about the teaching-learning process and seek their cooperation in developing strategies to build a strong program. c. To take tangible initial steps in building a sense of community at the University by finding a location for a faculty lounge central to all faculty, by finding suitable locations for workshops and seminars and providing support for faculty groups who wish to pursue activities relating to teaching. d. To facilitate necessary and desirable changes in curriculum and instruction.
3. To encourage and facilitate open discussion among the faculty about aspects of their teaching and to make this ongoing communication central to building a sense of community.	a. To involve faculty, administrators and students in discussion about the teaching-learning process and seek their cooperation in developing strategies to build a strong program. b. To take tangible initial steps in building a sense of community at the University by finding a location for a faculty lounge central to all faculty, by finding suitable locations for workshops and seminars and providing support for faculty groups who wish to pursue activities relating to teaching.
4. To support and facilitate an increase in writing and research about the teaching-learning process.	a. To determine the status of teaching practice and attitudes toward teaching at Illinois State University. b. To begin to gather materials and information already available from those faculty who have disseminated information about

GOALS OF TLC	OBJECTIVES OF TLC
	their teaching. c. To respond to the perceived needs of faculty by providing relevant workshops, seminars, and meetings.
5. To provide faculty with support and assistance in all areas of teaching e.g. planning long-range educational goals, alternative classroom approaches, strategies and evaluation.	a. To respond to the perceived needs of faculty by providing relevant workshops, seminars, and meetings. b. To develop relationships with faculty as clients, as resource or adjunct faculty for working on campus, and identify a group of faculty from whom Kellogg Associates can be appointed to serve as resource faculty for the Center. c. To provide support for individual faculty in all areas of teaching and develop a climate in the Center which encourages faculty use.
6. To develop a resource center with a multitude of instructional materials and resources designed by faculty for faculty use.	a. To begin to gather materials and information already available from those faculty who have disseminated information about their teaching.
7. To create a Center that can be used as a model by other institutions for operating resource centers in teaching-learning for their faculty.	a. To begin to develop contacts with centers and programs around the United States and internationally which might be useful resource areas as the Center develops and which may help in establishing a leadership role for the Center. b. To develop an evaluation system that involves preview, process, and product stages on all activities carried out by the Teaching-Learning Center and to begin devising both short and long-term evaluation strategies.

What follows is the detailed evaluation scheme for the Teaching-Learning Center.

GOAL 1--To develop and maintain a T.L.C., central to faculty involvement in teaching-learning by being a catalyst and support.

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
a) To inform and acquaint the campus community with the T.L.C., its roles and functions	Announcements-dissemination of brochure and letter to all faculty; articles in campus and local news media; general mailing to all faculty about T.L.C. activities.	Use of budget, campus facilities (publicity), Center staff	Criterion: Faculty/Student awareness of Center activities.	Survey of faculty and students by outside observer- "What is the T.L.C.?"
	Individual contact with all deans, chairpersons and one member of each department in initial six month period; continual follow up.	T.L.C. Director, Kellogg Associates, time		
	Preparation and delivery of Center-created workshops and activities e.g. "Effective Teaching at ISU," "Building a Sense of a Teaching Community," "Orientation Sessions for New Faculty."	Director, Associates, Ewing Castle		
	Opening and operating of faculty lounge.	Budget, T.L.C. staff, DeGarmo 551, Kellogg Associate		
	Promotion of Brown Bag Luncheons.			
	(Rationale: To develop good public relations for Center)			

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
b) To develop a team concept for the functioning of the Director and the Kellogg Associates, and identify roles within the team concept.	Planning meetings in summer at Ewing to develop strategies and objectives for coming year.	Ewing Castle, budget resources	Criterion: Structure and Role Specification of Associates	Evaluation of Associates and Director on annual basis by outside evaluator and Project Director.
	Weekly planning meetings during semester.	Director, Associates time, travel	Criterion: Function and Role Performance of Associates.	Survey and interview faculty as to team function.
	Visits outside the University as Kellogg Associates to observe and participate in other similar programs.			Self evaluation by Associates and Director.
	(Rationale: The Director and Associates will better serve the faculty and program if they function as a team working to meet the same goals.)			List of activities performed by Associates and Director each year.
c) To provide support for individual faculty in all areas of teaching and develop a climate in the Center which	Responding quickly and fairly to all requests by faculty for support. Encourage faculty to meet with Director and Associates at Center.	Director and Advisory Committee, time, budget	Criterion: Number and types of opportunities and support provided by Center for individual faculty.	Interview of faculty who have requested support. Conduct attitudinal survey about the Center and its activities

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
encourages faculty use.	Provide in the Center a warm, caring atmosphere in pleasant and stimulating surroundings with proper literature available. Provide quality locations for workshops and seminars that demonstrate the Center's positive involvement with teaching e.g. Ewing Castle, the lounge areas and the Circus Room in the Union, the DeGarmo Lounge and East Bay Camp. (Rationale: The Center must create a positive and rewarding atmosphere for its activities and appropriate workshop facilities that provide such an atmosphere are essential.)	Decorating of offices, art work (University collection) journals, newspapers, budget and and staff	Criterion: Positive attitude by faculty and students	Use-survey of Center. List of appointments, requests activities and Center response to. these.
d) To determine the status of teaching practice and attitudes toward teaching at Illinois State University.	Prepare and administer interview and questionnaire on teaching practice for faculty. Prepare and include a a questionnaire on teaching for Environmental Assessment Inventory. Meetings with randomly	Kellogg Associates, Director and Printing (budget)	Criterion: Type and amount of data gathered by Center about teaching practices at I.S.U.	Evaluation of interview schedule, questionnaire and other data gathering activities. Attitude study.

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
	selected groups of students to get their input on teaching. Prepare and administer questionnaire for students on teaching. Gather and analyze all relevant materials already available on teaching practice at I.S.U. (Rationale: In order to become a central support area for faculty with teaching the Center must determine the state of the art and perceived need areas of faculty and students.)			
e) To develop an evaluation system that involves preview, process and product stages on all activities carried out by the Center and to begin devising both short and long term strat-	Development of a conceptual base for the Center, along with specific goals and objectives. Evaluation materials for each of the activities run by the Center (e.g. all workshops have an evaluation sheet to be returned by participants; for the Chairperson's meeting all participants	Associates and Director Director, Associates, and Measurement and Evaluation Services on campus budget	Criterion: Type of evaluation designed for program.	Examination of applicability of conceptual framework to Center's function. Examination of evaluation document in light of Center's function and activities

Objectives egies.	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
	were interviewed as to its worth.)			
	Development of a long-range evaluation procedure. (Rationale: In order to develop a Center attuned to faculty needs ongoing assessment of Center activities for feedback purposes is essential.)	Project Director, Director of Professional Development Center, T.L.C. Director, and Associates		Examination of faculty evaluation responses to Center activities.
GOAL 2--To help provide a climate that will support the development of the best possible instructional program for faculty and students.				
a) To ascertain from faculty their perceived needs about the teaching learning process and to survey students about their reaction to teaching at the University.	Interviewing ISU faculty about teaching using prepared interview schedule, 1976-77.	Associates and Director	Criterion: Faculty/student input and identification of needs in teaching-learning.	Examination of lists of perceived needs from both faculty and students.
	Report on interview findings.	Associates and Director		
	Meetings with randomly selected groups of students to survey their reaction to teaching at the University.	Director		List steps Center has taken in response to perceived needs and faculty requests.
	Collect information from direct question on Environmental Assessment Inventory about teaching.	Student Counseling Services		

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
	Meet with selected faculty groups to gather their input about Center activities e.g. "Effective Teaching at ISU," August 1976; "Chairperson's Workshop," February 1977; "Evaluation of Small Group Discussion Skills Workshop," April 1977. (Rationale: The Center must function to meet faculty needs initially to build credibility.)	Director and Associates		
b) To involve faculty, administrators and students in discussion about the teaching-learning process and seek their cooperation in developing strategies to build a a strong program.	Faculty workshops discussing aspects of teaching include: "Effective Teaching at I.S.U."; "Small Group Discussion Skills"; "Use of Essays Workshop"; Departmental retreats--Sociology, History, HPERD, HEIT, Political Science, Theatre, Allied Health. (Rationale: In developing the best possible program a climate of interaction among groups that encourages discussion of teaching is essential and needs to be developed and supported.)	Director and Associates, Kellogg Staff Ewing Castle and University Union, budget	Criterion: Modification of and improvements in teaching at ISU. Positive increase in level of student satisfaction with teaching.	Observation and survey of discussion and interaction about teaching. Measurement of quality of instructional program by an outside agency.

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
c) To take tangible initial steps in building a sense of community at the University by finding a location for a faculty lounge central to all faculty, by finding suitable locations for workshops and seminars and providing support for faculty groups who wish to pursue activities relating to teaching.	T.L.C. programs that are specifically geared to building a sense of community are: "Sense of Community Workshops," Fall 1976. The development of the faculty lounge in DeGarmo 551. The Brown Bag lunches in the faculty lounge. (Rationale: The Center must build sense of community among the faculty because it was, in 1976, close to being nonexistent. Without this sense a working climate cannot be established and so it is the Center's responsibility to develop and sustain a sense of community among faculty.)	Director and Associates, Kellogg staff, Ewing Castle, budget, Faculty Support Committee	Criterion: Location of faculty lounge and other meeting areas. Criterion: Development of sense of community.	Examination of Center activities that focus on sense of community. Attendance figures at such activities. Interview of faculty. Attitudinal survey.
d) To facilitate necessary and desirable changes in curriculum and instruction.	Facilitate with deans and chairpersons activities specifically related to the curriculum and support faculty in such activities; e.g. departmental retreats to develop new programs as with	Director, Associates	Criterion: Strategies for new approaches to curriculum.	Interview faculty and administrators; examination of any changes in curriculum within University on which T.L.C.

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
	the Political Science Department's decision to develop an honors program; interdisciplinary experiment using same time and adjacent rooms to meet significant obstacles of interdisciplinary work. (Rationale: The Center must provide resources to enable change in curriculum approaches and encourage faculty and administrators in this direction.)			has held a role.
GOAL 3--To encourage and facilitate open discussion among the faculty about aspects of their teaching and to make this ongoing communication central to building a sense of community.				
a) To involve faculty, administrators, and students in discussion about the teaching-learning process and seek their cooperation in developing strategies to build a strong pro-	The Center has encouraged and facilitated discussion about teaching by holding specific workshops on aspects of teaching open to all faculty (small group discussion skills; writing center, reading center; media services, library), by inviting groups to meet and consider specific topics ("Effective Teaching at ISU," "Chairperson's Workshop"), by working with departments in 'retreat' settings, by open-	Director and Associates, Kellogg staff, Ewing Castle, Lake Bloomington, University Union, DeGarmo 551, Counseling Center, Library, Media Services, Reading Services, Writing Center, Computer Services, Measurement & Evalu-	Criterion: Heightened concern among faculty for improvement of instruction.	User count of faculty in Center activities. Faculty Survey. External interviewer to interview faculty.

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
gram.	ing and supporting a faculty lounge and by using it as a regular meeting place for a lunch-time forum on teaching. (Rationale: The Center has to find ways to bring faculty together to discuss the teaching-learning process and encourage their participation in this discussion.)	ation Services, and Grants.		
b) To take tangible initial steps in building a sense of community at the University by finding a location for a faculty lounge central to all faculty, by finding suitable locations for workshops and seminars and providing support for faculty groups who	The Center held a series of workshops specifically to examine the question of community-the series was "Building a Sense of Teaching Community at ISU." A faculty lounge in DeGarmo 551 has been opened where faculty can meet 9-11 a.m. Monday through Friday. Also the lounge is used for regular brown-bag meetings where a guest speaker discusses some aspect of teaching. (Rationale: Faculty must be given opportunities to meet with other each in a comfortable setting to talk to each other	Director of Associates; Student Counseling Services; Kellogg staff, budget, Ewing Castle, DeGarmo 551, faculty speakers	Criterion: Heightened interaction among among faculty.	Analysis of workshops (community) reports. Interview of faculty. Attitudinal Survey

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
wish to pursue activities relating to teaching.	about their work. This can provide a focal point for faculty interaction.)			
GOAL 4--To support and facilitate an increase in writing and research about the teaching-learning process				
a) To determine the status of teaching practice and and attitudes toward teaching at Illinois State.	Interviews of faculty across campus; Survey IDP projects and other sources of information about faculty writing. (Rationale: Necessary to discover what areas might provide source of publications on teaching.)	Kellogg Associates, Director, budget (printing)	Criterion: Information about teaching practices at Illinois State.	Examination of list of faculty and projects identified as possible sources for publication.
b) To begin to gather materials and information already available from those faculty who have disseminated information about their teaching.	Identification and collection of articles/papers and teaching projects in the Center. (Rationale: By encouraging faculty to place their work in the Center some faculty may go and generate written materials/ articles about teaching.)	Director, faculty	Criterion: Selection of suitable materials.	Examination of the articles and other written statements gathered by Center. Number of articles actually generated through Center. Number of articles placed by Center (or with its support) for publication

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures and published.
c) To respond to the perceived needs of faculty by providing relevant workshops, seminars and meetings.	Holding workshop(s) to discuss the writing of articles on teaching and ways to get articles published. Encouraging and facilitating faculty writing about teaching. (Rationale: Many faculty are unsure that what they teach and how they teach can be used in an article. There is a need to emphasize and support writing about teaching.)	Director and Associates	Criterion: Increase in writing and research about teaching.	Faculty participation in workshops. Number of articles published as result of Center's involvement.

GOAL 5--To provide faculty with support and assistance in all areas of teaching

a) To respond to the perceived needs of faculty by providing relevant workshops, seminars, and meetings	The T.L.C. has provided the following workshops for faculty: "Effective Teaching at I.S.U.," "Orientation Workshops for New Faculty," "Small Group Discussion Skills" (repeated), "Sense of a a Teaching Community," "University Writing Center," "Use of Computer Assisted Instruction," "The IDEA System of Evaluating Teaching," "Production of Instructional Materials Through Media	Director, Associates, Kellogg staff, personnel from Media Services, Computer Services, Library Writing Center, Reading-Study Skills Center, Professional Development Center, outside consultants, Student Counseling Center,	Criterion: Provision of relevant workshops, seminars and meetings for faculty.	Measurement of faculty participation, attendance and their evaluation of workshops. Ripple effect of T.L.C. on non-participants. Survey/questionnaire of faculty on state of art--compare

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
	Services" (repeated), "The Instructional Uses of the Library," "Essay Tests"-Reading Study Skills Center and University Writing Center, "Teaching the High Potential Student," "Growth Contracts," "Effective Teaching: Role of the Chairperson." The T.L.C. has facilitated departmental retreats on teaching for the departments of: Sociology/Anthropology, HEIT, Theatre, HPERD, History, Political Science, Allied Health. College of Arts and Sciences, "Quality of Education" meeting. The T.L.C. co-sponsored a symposium on "The Non-Traditional Student." "The T.L.C. also sponsors a lunch-time brown-bag forum in which faculty members speak about their teaching. (Rationale: The T.L.C. must provide opportunities for faculty to upgrade their awareness of teaching strategies and	faculty. Physical location: Ewing Castle, East Bay Camp, Lake Bloomington, University Union, DeGarmo 551, budget		1976 data with 1980 data. Survey/questionnaire of students on teaching--compare 1976 data with 1980 data.

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
	workshops and seminars provide for such experiences.)			
b) To develop relationships with faculty as clients, as resource or adjunct faculty for working on campus and identify a group of faculty from whom Kellogg Associates can be appointed to serve as resource faculty for the Center.	Meeting with faculty on individual basis to discuss matters relating to teaching. Meeting with small groups to discuss matters relating to teaching. Activities include: Ongoing counseling; development of new strategies for specific classroom situation; assisting in better time management; assisting with self-evaluation of teaching using video-tapes, using the IDEA form, modifying existing evaluation forms; supporting attendance at off-campus workshops and seminars on teaching. (Rationale: The Center needs to develop relationships where individual faculty or faculty in small groups work closely to improve their teaching effectiveness in the university classroom.)	Director, Associates, budget	Criterion: Successful identification and counseling of faculty in improving teaching	Use study. Interviews with individuals and groups. Examination of state of art data.

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
c) To provide support for individual faculty in all areas of teaching and develop a climate in the Center which encourages faculty use.	Individual ongoing consultation with faculty at the Center. This involves a number of faculty who meet regularly with the Director, have him visit class, plan and prepare teaching strategies with his consultation and develop ways to evaluate their own progress. Individual faculty requests for financial support to attend seminars and workshops, usually to support registration fee. (Rationale: The Center must be open to individual faculty needs and provide a service of support and encouragement at an individual level.)	Director, Associates, budget	Criterion: Support for individual faculty.	Examine list of of individual faculty supported by Center. Interviews with individual faculty.

GOAL 6--To develop a resource center with a multitude of instructional materials and resources designed by faculty for faculty use.

a) To begin to gather materials and information already available from those faculty who have disseminated	Identification of faculty who can provide institutional materials and resource packets for Center. Collection of materials from faculty. Participation in proposal	Director, Associates	Criterion: Collection of instructional materials and resource "packets."	List and examine number and types of packets. Use study on material. Evaluation of their impact on

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
information about their teaching.	to Exxon Corporation to develop resource packets at ISU in teaching-learning. (Rationale: The Center should be able to build up a bank of resource materials on teaching and share these with faculty.)			teaching.
GOAL 7--To create a Center that can be used as a model by other institutions for operating resource center in teaching-learning for their faculty.				
a) To begin to develop contacts with centers and programs around the U.S.A. and internationally which might be useful resource areas as the Center develops and which may help in establishing a leadership role for the Center.	The Director and Associates have made contacts with a number of programs across the U.S.A. and Canada, in England and in Australia. The Director has spoken and given papers about the T.L.C. and Kellogg Project in the U.S.A., Canada and England. The T.L.C. will facilitate the staff/faculty development part of the Third International Conference on Higher Education at Lancaster University in England 1978. The Director will publish articles about the work	Director, Associates, budget	Criterion: Familiarity of Center in national context; role in this context.	Number of contacts, visits, requests for information. Examination of papers and publications about Center generated. External evaluation of program by evaluators. Examination of Center activities off-campus

Objectives	Activities	Resources	Evaluation Criteria	Measurement/Evaluation Procedures
	of the Center. The Center has sponsored a conference for the Central States Universities, Inc. which involved consultants from the FIPSE program, Project III. (Rationale: The Center needs to be evaluated both internally and in the context of other programs.)			
b) To develop an evaluation system that involves preview, process and product stages on all activities carried out by the Teaching-Learning Center and to begin devising both short and long-term evaluation strategies.	The Director and Associates have developed a conceptual basis for the T.L.C. and all activities are assessed in terms of this conceptual basis. The T.L.C. Director and the Project Director have developed an evaluation document which provides a basis for evaluating the T.L.C. (Rationale: The Center cannot itself be transported but the concept and outflow of possible activities may be transportable.	Director, Associates, Project Director	Criterion: Success of Center on-campus and possible relevance elsewhere.	External evaluation by evaluators from off-campus.

VI. Impact of the Kellogg Project on Illinois State University

Beyond the evaluations of the Professional Development Center and the Teaching-Learning Center is an assessment of the long-range impact of the total Kellogg Project on the educational program of Illinois State University. This final phase of the evaluation process will attempt to determine the institutional impact of the existence of the Kellogg Project in terms of the broad and specific University goals and the institutional problems previously identified. This final aspect of assessment will focus on answers to the following questions.

A. Impact on Faculty. To what extent are the faculty aware of and utilize the services of the Kellogg Project? How many and what percent of the faculty have utilized services of the Professional Development Center, the Teaching-Learning Center or both? Do faculty who have utilized the Project perceive that their professional competence has been improved as a result? To what extent does the evidence indicate that the project has been successful in meeting the individual needs of faculty members, in meeting institutional needs, and in simultaneously meeting both needs? Has the existence of the Project resulted in any change in the faculty evaluation and reward system, specifically with regard to incentives for faculty efforts to improve teaching effectiveness and/or faculty efforts toward professional development? In general, do faculty perceive that the Kellogg Project is a useful, necessary support program which should be continued?

B. Impact on Students. Has student satisfaction with the quality of instruction and educational programs at the University increased as a result of the existence of the Project? Do students perceive that the Kellogg Project is a useful, necessary support program which should be continued?

C. Impact on Educational Program. What evidence, if any, exists that Project programs have had a positive impact upon the type and quality of educational programs available at Illinois State University? Are there instances in which Project activities have resulted in improving the quality of existing educational programs? Are there instances in which Project activities have resulted in expanding the range of educational programs available so as to better meet documented societal and student needs? Has the Project proved successful in both identifying academic program needs and designing purposeful activity to serve these needs?

D. Impact on Institutional Viability. To what extent has the Kellogg Project been a force in assisting the University to meet its broad institutional goals and the more specific University objectives as previously stated? What evidence exists, if any, that the Project has been a positive force toward meeting the institutional problems previously identified? Specifically: Has the Project contributed to the enrollment stability goal including provision for shifting faculty resources as necessary in meeting the changing staffing needs of the institution as it responds to the changing student demand and societal need for academic programs? Given financial resource constraints, has the Project contributed to continued improvement of the quality of educational programs available within those

constraints? Given necessary shifts in staffing needs, has the Project contributed to maintaining the highest possible level of faculty morale? In general, what evidence is there that the existence of the Kellogg Project impacts the immediate and future viability of Illinois State University as it changes to improve the quality and scope of educational programs available to students?

VII. Organizational and Financial Considerations

One final consideration in evaluation of the Kellogg Project must be the most effective organizational structure for conduct of faculty and instructional development at Illinois State University. Several considerations are relevant. First, what is the best organizational structure for conduct of existing activities of the Professional Development and Teaching-Learning Centers? Are these, in fact, discrete functional entities which operate best with separate program directors or are activities so interrelated as to require a single administrative unit? Second, the two Centers represent only a part of the total institutional effort toward faculty and instructional development. A third component is a separate Instructional Development Program led by Dr. Gene Jabker, Director of Instructional Development. Should the IDP function be integrated into a continuing Kellogg Project? Third, the Professional Development Center, the Teaching-Learning Center, and the Instructional Development Program now report administratively to the Associate Provost and Dean of Undergraduate Instruction, Dr. Stanley Rives. Is this the most desirable administrative reporting relationship and how might any answers to the first and second considerations above affect the best answer to this question? Fourth, the combined activity of the Professional Development and Teaching-Learning Centers have come to be identified as the Kellogg Project, partly because of a desire to identify the programs with their external source of support. Should the programs be continued in their present or modified form, a decision dependent upon completion of the summative evaluation, what permanent nomenclature should be attached to the program?

Another final consideration is continuing financial support for the Project. By design, the financial support for the program was structured so that the University assumes a progressively larger share of its financial support. In the first year, basically all support costs were assumed by the W.K. Kellogg Foundation. In the second year, the University assumed 25 percent of the cost; in the third year the University assumes 50 percent; the fourth year, 75 percent; and then all costs are assumed by the University in the fifth year and beyond should the Project be continued. University support comes from a NEPR (New and Expanded Program Request) budget document to provide additional resources to the University specifically for support of the Kellogg Project. The initial plan of this resource support was approved by the Board of Regents, by the Board of Higher Education, and by the Governor in the form of an appropriation for this specific purpose. The second phase of the NEPR request has been approved by the Board of Regents, with subsequent necessary approvals pending. In the total evaluation, one question to

be answered is: How successful has the University been in securing funding for continuation of the Kellogg Project?

VIII. Summary and Conclusions

A. Summary of the Approach to Evaluation. This report provides detailed means for an evaluation of Illinois State University's Kellogg Project during its fourth year of operation. This evaluation scheme has been agreed upon by the Project Director, the Directors of the Professional Development and Teaching-Learning Centers, the Kellogg Project Advisory Committee, and the two external consultants to the project--Dr. Paul Dressel and Dr. Royce Knapp. The evaluation scheme includes a statement and clarification of goals, an identification of activities and resources related to goals, an indication of evaluation criteria and methodology, and an indication of the implications for the University and for other institutions of higher education for both the Professional Development Center and the Teaching-Learning Center. Beyond this, the evaluation scheme places assessment of the two Centers in the context of Illinois State University's institutional goals and problems. The impact of the total Kellogg Project on the University and the extent to which the Project contributes to accomplishment of institutional missions provides a final evaluation theme.

B. Plans for Dissemination. Having set forth the plan for evaluation of the Kellogg Project, a final consideration is a plan for dissemination of results of the evaluation to others. When the evaluation is complete, two dissemination strategies will be employed, a book and a conference. As a basic dissemination tool, the book will include:

Chapter 1: Brief History of Illinois State University Faculty and Instructional Development Program
Chapter 2: Instructional Development Program
Chapter 3: Kellogg Project: Professional Development Center
Chapter 4: Kellogg Project: Teaching-Learning Center
Chapter 5: Kellogg Project: An Internal Evaluation
Chapter 6: Kellogg Project: An External Evaluation
Chapter 7: Future of Faculty and Instructional Development
Appendix: Materials Developed by Professional Development Center and Teaching-Learning Center at Illinois State University

The other basic dissemination tool will be an invited participant national conference at Illinois State University in the Summer of 1980. Participants will be individuals involved with or interested in faculty and instructional development programs from institutions about the nation similar in character to Illinois State University, those individuals who might most profit from the four-year Kellogg Project experiment. The objective of the conference will be to share what has been learned in experience with the evaluation of the Professional Development and Teaching-Learning Centers with persons from these institutions most likely to use the knowledge gained from the Project in implementing or modifying programs on their own campuses.

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